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ABSTRACT

GRADES OR AGES: Grade 10. SUBJECT MATTER: Driver education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide has the following sections: 1) administration of driver education; 2) rules and regulations of the Department of Motor Vehicles pertinent to the driver education program; 3) instructional planning; 4) suggested 18-week course outline for driver education; 5) Appendix A, summer school program; 6) Appendix B, Saturday school program; 7) Appendix C, evening adult education programs; 8) Appendix D, commonly used forms, lists, and procedures; and 9, Appendix E, source materials and audiovisual aids. The guide is printed and staple-bound with a soft cover. OBJECTIVES AND ACTIVITIES: General objectives are listed at the beginning of the guide with a note on specific instructional objectives. Activities are listed in the course outlines. INSTRUCTIONAL MATERIALS: The instructional materials listed include films and filmstrips, with notes on other materials and services available. STUDENT ASSESSMENT: Evaluation is built into the course descriptions culminating in the successful completion of all road tests. (MBM)

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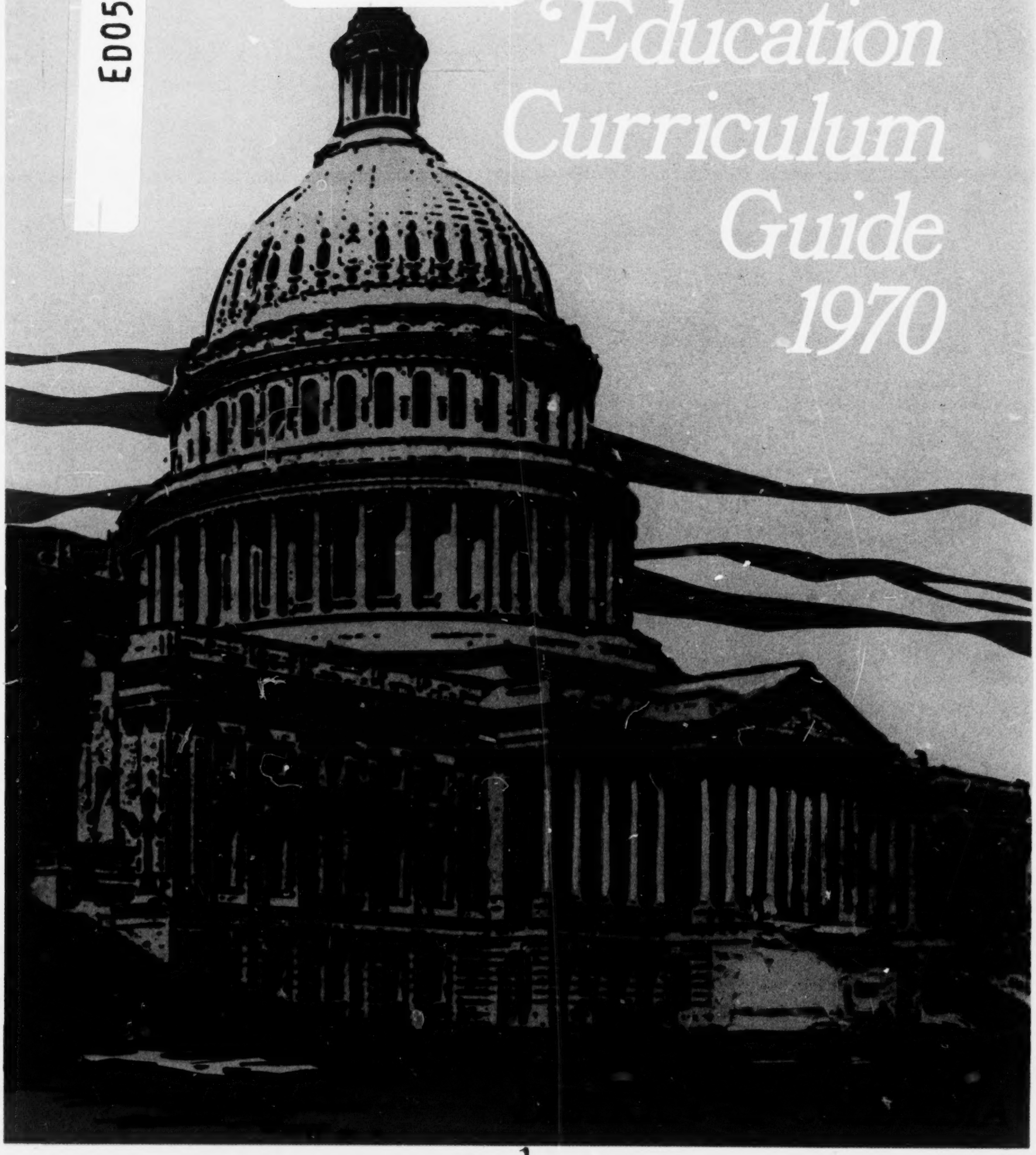
Driver Education Curriculum Guide 1970



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Benjamin J. Henley, Acting Superintendent

CURRICULUM RESOURCE BULLETIN

FOR

HIGH SCHOOLS

Norman W. Nickens, Deputy Superintendent

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Washington, D. C.

1969

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FOREWORD

With passage of the Highway Safety Act of 1966 (PL 89-564) there can now be no doubt that Driver Education has really reached its own. Standard 4.4.4 expressed legislative intent of Congress for a strong Driver Education Program nationally, both in terms of quantity and quality.

It is with the latter that we are concerned in this document, firmly believing that where quality prevails there will be no shortage of applicants for our services nor funding for our program.

This resource bulletin has been shaped with the central focus upon instruction, in the realization that the well trained teacher, properly motivated and equipped with tools appropriate to his discipline will be the final arbiter for achievement of our quality goal.

Jaroslav G. Ontko
Supervising Director
Safety and Driver Education

GLOSSARY OF TERMS

DRIVER EDUCATION—Refers to all those learning experiences provided by the school for the purpose of helping students to learn to use motor vehicles safely and efficiently.

STANDARD COURSE—One which includes both classroom and laboratory instruction and meets all minimum standards set forth in this guide.

CLASSROOM INSTRUCTION—Group instruction which covers such content areas as traffic citizenship, laws and regulations, characteristics of drivers, role of government, automobile use, and traffic problems.

LABORATORY INSTRUCTION—An extension of classroom instruction which provides students with opportunities for traffic experiences under real or simulated conditions.

IN-CAR PRACTICE—Supervised student experience behind the wheel of a practice driving car either on-street or on a multiple-car driving range.

DUAL-CONTROL CAR—A car (or other vehicle) equipped with an extra brake and, where necessary, an extra clutch pedal.

OBSERVATION TIME—Includes time spent in the vehicle other than at the controls and involves group discussion and assessment of the driving task.

PSYCHOPHYSICAL EQUIPMENT—Testing devices used to demonstrate varying abilities related to field of vision, visual acuity, distance judgment, reaction time, depth perception, color discrimination, etc.

DRIVING SIMULATION—A teaching method employing both films and electro-mechanical devices designed to represent the driver's compartment of the automobile, through which students develop proper judgment and behavior responses as well as manipulative skills.

MULTIPLE-CAR DRIVING RANGE—An off-street area on which a number of cars are used simultaneously to provide laboratory instruction under the supervision of one or more teachers.

The area includes:

A. Space for the development of fundamental skills
B. Road surfaces wide enough for two-way and multiple lane traffic
C. Intersections, curves, and grades
D. Lane markings, signs, and signals
E. A method of communication between teacher and students by radio, loud speaker, or other effective means.

GENERAL OBJECTIVES

1. To preserve life and property.

2. To develop a knowledge of, and respect for, traffic rules and regulations.

3. To develop in young people a strong sense of personal and social responsibility for the common welfare, particularly as it is affected by and involved in the operation of motor vehicles.

4. To promote the practice of good citizenship as it extends to the use of public roads.

5. To develop an understanding of the causes of traffic accidents, and methods of preventing them.

6. To develop an awareness of mistakes made by untrained drivers and pedestrians, and an appreciation of defensive driving techniques.

7. To develop an understanding of one's limitations and abilities—mental and physical—and to learn to make suitable compensation for them.

8. To develop a knowledge of basic automotive principles for intelligent use of the automobile.

9. To develop pride in maintaining high standards of performance, particularly in the operation of motor vehicles.

10. To promote safe, efficient, and enjoyable use of equipment and environment, especially of motor vehicles and highways.

11. To develop an interest in, and support for, activities in the areas of education, enforcement, and engineering for promotion of better driving.

12. To prepare young people for socially useful vocations suited to their individual abilities, particularly those that involve the use of motor vehicles.

SPECIFIC INSTRUCTIONAL OBJECTIVES

The highly specific instructional objectives to be achieved by a teacher and his students in a particular lesson or learning activity cannot be set forth to any useful purpose in a curriculum guide. These highly specific objectives can be formulated only with a thorough understanding of the students to be taught, the instructional materials and equipment available, and the knowledge, interests, and abilities of the teacher. To express it another way – what a group of students should be encouraged to do in order to learn a particular skill or set of facts depends, not only on the general objectives of the program, but also upon what the students have already learned, their present needs and interests, what materials and equipment are readily available, what the teacher believes they should learn next, and upon other pertinent factors.

Each teacher and his students should have real freedom in choosing the instructional activities and specific objectives that will best serve their needs at each stage of development. The teacher should usually make the final selection of an activity for instructional purpose; but he should always do so with the special needs and interests of the students clearly in mind. In many cases the students themselves can and should be consulted, with regard to both the particular learning activities and to the specific objectives to be sought. The more clearly students recognize an objective as their own, the more certainly will its achievement be satisfying and therefore instructive to them.

It may not be necessary for the teacher to write out the highly specific objectives of each lesson or learning activity. But these specific objectives and their relationship to the general objectives of the entire program must be clear in the mind of the teacher who desires to be efficient. Unless a teacher or student knows exactly what he is trying to accomplish, he is in danger of wasting time and energy in doing unnecessary things while failing to do some of the essential things.

The difference between success and failure in teaching, as in driving an automobile, is usually a matter of whether or not one has prepared himself thoroughly beforehand so that he does not have to stop the activity itself in order to figure out what would be the correct thing to do next.

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SECTION I

ADMINISTRATION OF DRIVER EDUCATION

1. Scope and Nature of the Program:

Driver Education consists of both classroom instruction and practice driving instruction. It should be offered as a regular part of the curriculum in academic, technical, and vocational high schools. The classroom phase of the program should be offered to all eligible students (all students in the grade level where driver education is offered). Practice driving should be offered to as many eligible students as possible at the present time, and eventually to all of them.

2. Length of Program and Time Standards:

Driver Education should be organized as a one-semester program, with classroom and laboratory phases of the instruction going on concurrently. The schedule of instruction should be so arranged that students enrolled in Driver Education do not have to miss classes in other subjects in order to receive either classroom or laboratory instruction.

Each student in Driver Education should receive classroom or laboratory instruction 5 periods per week. In situations where it is necessary for the instructor to be out of the classroom for in-car instruction, the remainder of the class should be assigned to a program of supervised study with sufficient study or notebook assignments.

To receive credit for the course in Driver Education, each student should be given the following *minimum* instructional units:

6 hours of behind-the-wheel operation
30 hours of classroom instruction.

In recognition of the growing use of driving simulation, it is recommended that not more than one-half of the 6 (or more) clock hours per student in laboratory instruction be provided on board-approved driving simulators. Further, it is recommended that the time ratio for simulator instruction be at least 4:1 — that is, at least four hours of simulated experience to each one hour of experience at the controls of the practice driving vehicle. In lieu of the above standards, therefore, credit for Driver Education may be given for the following *minimum* instructional units:

3 hours of behind-the-wheel operation

12 hours of driving simulation time

30 hours of classroom instruction.

3. Grade Placement:

Driver Education should be offered at the grade level where most of the students are of, or closely approaching, the minimum legal age of 16 for obtaining a driver's license in the District of Columbia. The present law provides that students 15 years of age or over may receive practice driving instruction in an approved high school or driver education course, even though 16 is the minimum age for obtaining a driver's license.

Accordingly, the sophomore year (or grade 10), in which most of the students are 15 or 16 years old, is the appropriate grade level for Driver Education. However, students who will not be 16 years old upon completion of the school year should not be enrolled.

4. Teacher Selection and Preparation:

Success in Driver Education, as in other subjects, necessitates ingenious planning and a capable, enthusiastic instructor. Selection of a competent teacher in this field entails consideration of such factors as personality, character, ability, interest in the subject, and professional background. Qualifications of the instructor, therefore, are for the most part similar to those required for good teaching in other subjects. Due to the non-routine nature of Driver Education, however, some very important additional teacher qualities are needed. The following ones should be considered:

A. Interest in, and enthusiasm for, education as a process essential to a more orderly society through a reduction of losses from accidents.

B. A sympathetic attitude and even temperament necessary for maintaining patience, particularly while giving practice driving instruction.

C. A willingness to experiment effectively to improve the program.

D. History as a good driver, evidenced by:

1) A driver's license valid in the District of Columbia

2) A driver and pedestrian record free of chargeable accidents and serious violations

3) Two or more years' driving experience in as many cities and states and under as varied conditions as possible

4) A determination to set a good example when driving and walking.

E. Sufficient maturity to gain and maintain students' respect.

F. Knowledge of mechanics — helpful but perhaps less important than some other qualities. A good teacher will be able, with students, to acquire enough materials for developing a reasonable understanding of the basic automobile parts and their functions. (These teacher qualities are basic regardless of sex.)

New teachers of Driver Education (just out of college) should be qualified as nearly as possible on the same basis as other teachers, i.e., on the basis of general preparation plus specialized preparation in a given field. In the field of Driver Education, the specialized preparation should include at least the following courses:

A. A 3-semester-hour credit course in general safety education

B. A 3-semester-hour credit course in Driver Education, including supervised teaching experience in the classroom and practice driving phases of the work

C. A 3-semester-hour credit Advanced Driver Education Course which includes simulation and range work.

Persons with previous teaching experience should be considered qualified to begin teaching Driver Education only after they have completed at least an intensive 3-semester-hour credit course, such as many colleges and universities sponsor to prepare teachers of Driver Education. Completion of the Advanced Course should be included in the probation contract.

5. Selection of Students:

Classroom instruction should be given to all students at the grade level suggested above. During the early stages of program development some limitation on the number of students who can enroll for practice driving may be necessary. The selection of students for practice driving should be made from that group enrolled in classroom instruction and should be based on a consideration of the following factors:

A. Order of application for enrollment

B. Need in terms of vocational, personal, or family reasons

C. Timeliness for enrolling, with respect to the individual student's program, as determined through appropriate guidance

D. Procurement of a signed statement from parents indicating their familiarity with the nature of practice driving instruction and requesting that the child be enrolled

E. Freedom from non-compensatory physical, mental, and emotional defects

F. Status as a non-driver in preference to status as a licensed driver, provided all other things are equal. (It is recommended that enrollment in Driver Education classes include no more than 10 percent of the total as licensed drivers.)

Both students and parents should understand that enrollment for practice driving instruction is based on a combination of the above factors, and that every effort is made through considering these factors to select for practice driving the group of students who are most entitled to receive it.

6. Tentative Course Schedule:

Driver Education schedules will vary from school to school, and perhaps from time to time in the same school. Regardless of what scheduling plan is used, learning periods should be organized to provide for optimum learning on the part of individual students both in the classroom and in practice driving. Factors involved in scheduling are the number of students to be enrolled, the nature of the program, and its relation to the total school program. Suggested schedules are, therefore, merely tentative, but should serve as basic guides for establishing a course which meets the recommended standards.

In the following schedule it is assumed that classroom instruction is available to all students at the designated grade level, and that practice driving instruction will be offered to that portion of the total group for whom teacher time and facilities will provide adequate instruction. (See length of program and time standards, page 1.)

In planning instruction, the following schedules should prove helpful:

PLAN I

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	CL	CL	CL	CL	BW
2	CL	CL	CL	CL	BW
3	CL	CL	CL	BW	BW
4-16	CL	BW	BW	BW	CL or BW
17-18	CL	CL or BW	CL or BW	CL or BW	CL or BW

PLAN II

WEEK	MON.	TUES.	WED.	THURS.	FRI.
1	CL	CL	CL	CL	CL
2-14	BW	CL	BW	CL	BW
14-18	BW	BW	BW	BW	BW

PLAN III

WEEK	MON.	TUES.	WED.	THURS.	FRI.
1 & 2	CL	CL	CL	CL	CL
3	CL	CL	CL	CL	BW
4-18	BW	BW	BW	BW	CL

NOTE: CL-Classroom
BW-Behind the Wheel

By the above schedules it can be seen that the number of students for whom one teacher can provide classroom instruction and practice driving instruction depends upon the number of periods he has available – and that a full-time teacher can handle 60 students in classroom and practice driving instruction in one semester. It should be noted that the teacher's load for a full school year will be 120 students completing the two-part program. If the number of eligible students at the designated grade level exceeds this suggested maximum of 120, additional teachers should be assigned (after proper preparation) in order to provide at least classroom and, if possible, practice driving instruction.

Where double periods may be available for Driver Education, as in the case of vocational high schools, classroom instruction may be offered for two double periods per week. For practice driving instruction, students may be scheduled in such a way as to utilize full double periods, thus eliminating lost time in getting to and from practice driving classes. In any case, when using double periods for Driver Education, the time standards set forth in part two of this section should be kept in mind to assure each student his part of the time.

7. Student Availability for Practice Driver Instruction:

For practice driving instruction, students may be taken from the study halls or at any other time (such as extra-curricular activity periods) without infringing on their time for other subjects.

Many students can be available for practice driving before or after regular school hours and may be accommodated at such times by having the instructor start and end his regular teaching day earlier or later than the regular school hours.

8. Liability Involving Practice Driving Cars:

Insurance protection for liability in use of practice driving vehicles is provided through the Office of the Superintendent of Schools of the District of Columbia as follows:

$100,000 - $300,000 public liability protection
$10,000 property damage protection

Certificates of insurance (the policy) for each vehicle will be on file in the Office of the Superintendent of Schools.

Teachers in charge of practice driving vehicles should keep necessary copies of accident report forms with the vehicle at all times, for use if needed. (See Appendix D.)

9. Credit:

Credit for Driver Education shall be given on the same basis as that for other established subjects. One-half (½) Carnegie Unit Credit per full course.

Practice driving combined with classroom instruction covering adequate content, when offered five periods per week for one semester, should carry one semester credit, provided that all standards in part two of this section are met.

10. Materials, Plant, and Equipment:

A. Classroom Instruction

School personnel should examine all available materials, and make selections with the students' needs in mind. Students should be provided with text materials the same as for any other instructional program. Supplementary text and reference materials, including those of an audio-visual nature, should be available for use by each class of Driver Education students. The following criteria may be found helpful in selecting such materials. Materials should:

1) Come from reliable sources
2) Be educationally sound
3) Arouse student interest
4) Be designed for maturity level, ease of reading, and psychologically sound development of concepts
5) Be conveniently arranged for teacher use
6) Present content in a positive manner
7) Be accurate, technically sound, and in accord with current trends
8) Aid effectively in achieving course objectives
9) Enhance the learning-by-doing process
10) Compare favorably in cost with other comparable materials
11) Contain impressive color, design, and practical illustrations
12) Be substantial and durable in physical structure

Plan for classroom instruction. The classroom should be large enough to accommodate displays and use of laboratory equipment, as well as adequate in seating capacity and other facilities. If the classroom is not large enough for all laboratory and demonstration activities, additional space should be provided elsewhere.

Classroom instructional equipment may include:

1) Magnetized or felt board with street layouts and miniature vehicles, signs, etc.
2) Psychophysical testing devices
3) A standard three-light traffic signal unit
4) Standard street and highway signs or replicas thereof
5) Cutaway automobile parts and/or models
6) Projection equipment

B. Practice Driving Instruction

Materials. Such materials as the following may be developed by instructors or adapted from this or other teacher's manuals:

1) Practice driving lesson guides
2) Checklists for evaluating student ability in basic vehicle manipulation in driving skill exercises

Plant for practice driving instruction.

1) Off-street practice driving areas free from traffic,

where available, should be used to conduct basic elementary driving lessons. Such an area may well include a smooth (preferably paved) surface for conducting driving tests. If the total off-street area is large enough to permit instructor and students to alternate at the wheel without backing or turning during the first few lessons, when students are not yet ready to attempt such maneuvers, much time and effort will be saved. Such an area should be as close to the school as possible. The time saved in student practice may, on the other hand, justify driving some distance to such an area. Where such an area is not available within reasonable distance of a given school, traffic officials may be willing to barricade a nearby street which will serve as an acceptable substitute.

2) Public streets and highways will be used for practice driving instruction. Learning experiences in traffic should begin as soon as the student develops reasonable ability to manipulate the vehicle on the off-street area or barricaded street, probably after two or three hours of actual practice per student. Practice on public streets should be in light traffic at first, then advanced to streets carrying heavier volumes of traffic.

Equipment for practice driving instruction.

1) Road signs for use on driving ranges, off-street driving area, or barricaded street, for further development of student recognition and habit formation in observing road signs before driving in traffic.

2) Jerk recorder for developing and recording smoothness of operation.

3) Stanchions for use in driving skill tests.

4) Stopwatch or watch with a large second hand for timing in driving skill tests.

5) Brake reaction detonator and 100-foot tape for measuring reaction time distance and braking distance.

6) Two yardsticks for measuring errors in ability to position wheels and bumpers.

7) Vehicle dual controls

8) Vehicle roof top signs

9) Vehicle seat belts (two pairs in front, three pairs in back)

10) Practice driving vehicle. The practice driving vehicle used in regular Driver Education programs should be at least a five-passenger car and should be maintained in good mechanical condition. It is anticipated that, at certain vocational high schools, courses in commercial driving will be initiated. Fleet vehicles at these schools will include those vehicles available and appropriate to the program. e.g., trucks, buses, semi-trailers, etc. The use of practice driving vehicles must be restricted to:

a) Practice driving instruction
b) Trips necessary for inspection, service, and repairs
c) Trips to and from a storage garage
d) Trips pertinent to the administration of the Driver Education program.

11. Service and Care of School Vehicles:

All Driver Education fleet vehicles, loaned or city-owned, will be subject to the same service and maintenance procedures.

All vehicles will be submitted, as per published schedules, to the Highway Garage, 201 Bryant Street, N.W., for semi-annual check-ups and inspections.

All unscheduled maintenance and repair work is to be handled through the Public School Services Office Warehouse Facility, 2000 Adams Place, N.E. In the event of a vehicle breakdown occurring after 6:00 p.m., or on Saturdays or Sundays, instructors are authorized to contact the following repair facility:

CALL CARL, INC.
Telephone: 333-4100

This authority is limited to towing the vehicle back to the Public School Services Office Warehouse Facility when major repairs are required. In case of minor repairs such as fan belts, radiator hoses, distributor points, etc., instructors are authorized to have this type of work performed by CALL CARL, INC.

In the event of vehicle breakdown, the following persons should be notified:

Your Principal .....Telephone No._____
Public School Services
Office Warehouse Facility 526-6399
Your Supervisor 629-7384/5/6

Arrangements for replacement vehicles can be made through the office of the Supervising Director of Safety and Driver Education. Telephone 629-7384/5/6.

Gas and oil for Driver Education vehicles is available at any D. C. Department of Highways and Traffic pump during the hours they are open. Three of these locations are as follows:

Bridge Division ..... 28th and M Streets, N. W.
Nursery Division ..... South Capitol Street and Howard Road, S. E.
Highway Department ..... 1st and O Streets, N. E.

All vehicles should be maintained in safe and efficient operating condition at all times. In any instance where there is a question as to the safety of a vehicle, the condition should be reported to the Bryant Street Garage immediately. Instructors should take it upon themselves to see that vehicles are kept clean on the inside and relatively clean on the outside. A sloppy car may make for sloppy student attitudes.

It is the individual instructor's responsibility when a vehicle is parked over night or is otherwise not in use to see that adequate precautions are taken against theft and vandalism. Easily removable items such as roof top signs, should be placed in the trunk when the car is not in actual use.

Vehicles should be locked at all times when not in use. When parked over night, vehicles should be within a fenced-in lighted area, subject to easy surveillance by the night watchman. When parking the vehicles for the night, it might be prudent to leave them side by side, close together, and close to the school building to make them as inaccessible as possible. All cases of theft and/or vandalism should be reported promptly and in accordance with the procedures set forth in Appendix D.

12. Records and Reports:

With this, as with other courses, it is desirable to keep simple records to provide sufficient information for evaluation of the program, to facilitate administration of the course, to use as a basis for budget planning, and to protect pupil and school personnel.

Among the items on which records should be kept are time automobile is used; number of miles the vehicle is driven; number of students receiving practice driving instruction; car servicing and maintenance; operating expenses such as storage, gasoline, oil, and anti-freeze; and individual pupil progress in both practice driving and classroom instruction.

The school should keep on file parental approval for pupils who take practice driving. (See sample in Appendix D.) This approval in no way affects the school's responsibility, but it does tend to demonstrate that the school authorities are exercising reasonable care and judgment.

The instructors at each school should keep on file all receipts for gas, oil, and other maintenance and repair items. On the last calendar school day of each month, these receipts are to be mailed to the Supervising Director of Driver Education.

Mr. J.G. Ontko
Supervising Director of Safety
and Driver Education
Malcolm Scates Administration Annex #6
4121 - 13th Street, N. W.
Washington, D. C. 20011

13. Public Relations:

Building community support entails a carefully planned procedure on the part of individual school administrators, with special assistance of the teacher. Support for the program should come first, perhaps, from among other school personnel by providing opportunity for them to develop a thorough understanding of the purpose and basic nature of Driver Education. Then, through school personnel and students, the community at large should be reached.

The impact of the program on the community will depend upon the initial public relations program, and continued effectiveness depends upon continued good relations. Support for a sound school program is usually given freely by those who understand it.

14. Policy on Physically Handicapped Students:

In any instance where, in the opinion of the instructor, it would be unsafe for a student to operate a motor vehicle due to a physical or mental handicap, the instructor has the option of requiring that student to obtain a District of Columbia learner's permit. If such student is issued a learner's permit by the Department of Motor Vehicles, the instructor may assume that the city deems it safe for that individual to drive, and may include him in the Driver Education class.

15. Summer, Saturday, and Evening School Programs:

In addition to the regularly scheduled Public School Program in Driver Education, a number of Summer, Saturday, and Evening School Programs have been set up. Administrative procedures for these programs are, by and large, similar to those set forth in this section. For certain procedures particular to a given program, refer to the appropriate appendix at the end of this guide.

(Also see inside back cover)

SECTION II

RULES AND REGULATIONS OF THE DEPARTMENT OF MOTOR VEHICLES PERTINENT TO THE DRIVER EDUCATION PROGRAM

1. The present law provides that students 15 years old or over may be given practice driving instruction under certain conditions without first obtaining a learner's permit. The conditions are set forth in the law as follows: See 157 - Motor Vehicle Regulations.

> "Any pupil 15 years of age or over enrolled in a high school or junior high school driver education and training course approved by the Commissioners of the District of Columbia or their designated agent may, without obtaining either an operator's or learner's permit, operate a dual control motor vehicle at such times as such pupil is under instruction and accompanied by a licensed motor-vehicle driving instructor; provided, that such instructor shall at all times while he is engaged in such instruction have on his person a certificate from his principal or other person in charge of such school stating that such instructor is officially designated to instruct pupils enrolled in such course, and whenever demand is made by a police officer, such instructor shall display such certificate."

2. The number of students permitted to ride in the rear seat of a dual control car during any one period of practice driving instruction may not exceed three.

3. Driver Education vehicles, as all District of Columbia owned vehicles, must be inspected twice each year as required by law, or as specified by the Office of the Supervising Director of Safety and Driver Education. Items subject to inspection include:

- Brakes
- Lights (including stop lights)
- Front end wear
- Horn
- Windshield wipers
- Glass in windshield and windows
- Muffler
- Steering gear
- Dual controls
- Seat belts

4. Any learner who practices driving on the family car or any other motor vehicle not under direct supervision of the certified instructor in the high school dual control vehicle, must first obtain a learner's permit. The requirements for obtaining a learner's permit are:

A. Be 16 years of age or over
B. Achieve a passing grade on a written test based on the traffic regulations of the District of Columbia
C. Pass an eye test.

A notarized application for the learner's permit must be made to the Department of Motor Vehicles. The fee for a learner's permit is $5.00, payable at the time the permit is granted. The learner's permit is valid for a period of 60 days and is renewable for an additional period of 60 days for an additional fee of $5.00.

5. A driver's license or operator's permit may be obtained by any person 16 years of age or over who has:

A. Passed a written test based on the traffic regulations of the District of Columbia
B. Passed the prescribed eye test; and
C. Demonstrated his ability to operate a motor vehicle safely and in accordance with the traffic regulations of the District of Columbia.

In the case of minors (persons below 18 years of age), the application for an operator's (or learner's) permit must be accompanied by a copy of the birth certificate as a proof of legal driving age. The road test may be taken in any motor vehicle (except a motorcycle) registered in the District of Columbia, having seat belts, and carrying an approved sticker on the windshield showing that such vehicle has passed the most recent required vehicle inspection in the District of Columbia, except those vehicles having floor mounted consoles or gear shift levers to prevent the permit examiner from taking control of the vehicle in the event of an emergency. Road tests are not given on wet or snowy road surfaces. No person other than the applicant and the examiner may ride in a vehicle during the road test. The road test includes driving in normal traffic; making right turns and left turns; driving through intersections having traffic signals or stop signs; parallel parking; and such other items as may be required by the examiner.

The fee for the operator's permit is $3.00 payable at the time such permit is granted. An operator's permit is valid for a period of 3 years from date of issuance, and is renewable for an additional period of 3 years upon payment of an additional $3.00 provided the driving record and physical condition of the permit holder are satisfactory.

6. All persons teaching Driver Education and practice driving in the District of Columbia are required by the Department of Motor Vehicles to have a valid and current District of Columbia Motor Vehicle Instructor's license in their possession at all times while involved in actual instruction in a dual control Driver Education vehicle.

The Instructor's license may be obtained by any person, provided such person already possesses a valid and current District of Columbia operator's permit, has a satisfactory driving and criminal record, passes the prescribed eye examination, passes a written test indicating a thorough knowledge of the Traffic and Motor Vehicle Regulations of the District of Columbia, and demonstrates his ability to operate a motor vehicle safely and in accordance with the traffic regulations of the District of Columbia.

The fee for the Professional Instructor's license is $5.00 payable at the time such license is granted. The Instructor's license is valid for the periods dated, and is renewable each

October for a period of one year upon payment of a fee of $5.00, provided the physical condition and driving and crininal records of such person are satisfactory. Road tests may be taken only by special arrangement with the chief examiner.

7. Driver Education vehicles used in giving practice driving instruction to students enrolled in the Public Schools of the District of Columbia may not be legally operated in Maryland or Virginia during instructional periods.

8. *Any* accident involving a vehicle owned by the District of Columbia must be reported to the police immediately. (Refer to accident reporting procedures in Appendix D.)

SECTION III

INSTRUCTIONAL PLANNING

The planning of the instructional program should be based on the objectives of driver education. In determining details, teacher and student together should consider such factors as the special problems of the community, broad problems that one faces in different situations, nature and needs of students, available instructional opportunities and materials, and reactions of the adult population. The choice of instructional method should be based on the needs and interests of the individual students as well as on the particular environment or social setting in which the students live. Thus, while the general possibilities of driver education can be broadly suggested by way of a topical outline prepared in advance, the specific details of the instructional program must be determined as the teacher develops plans to meet the needs of his own students.

A. Criteria for Selecting Learning Experiences:

In developing the instructional program for driver education, the teacher should consider possible learning experiences in the light of definite criteria. The learning experiences which are selected should:

1. Contribute to achieving the basic purpose of education
2. Contribute to achieving the objectives of driver education
3. Originate in the vital problems of the students
4. Meet the needs and interests of the students
5. Recognize individual as well as group needs and interests
6. Present a well-balanced emphasis on all aspects of the subject matter
7. Emphasize positive rather than negative aspects of the subject matter
8. Involve direct relationships with local conditions and needs
9. Emphasize self-directed student activity.

B. Subject Matter Outline:

Learning experiences should be drawn from and based on the subject matter comprising driver education. The complete program of driver education includes materials that may be set forth under the following general headings or areas. This topical guide, with certain amplifying comments, suggests the nature of driver education.

The subject matter of driver education necessarily varies to some extent from school to school. This is true because of the varying nature and needs of students, available time and facilities, and many other factors. All of these factors should be considered when the subject matter is being developed for a particular group of students.

As presented below, there is nothing sacred about the order in which the general areas are arranged. Order of treatment should remain flexible in order that the subject matter may be arranged in the most satisfactory way for the program in each school. A *suggested* instructional outline, correlating the classroom and laboratory phases of driver education in a progression sequence may be found in Section IV of this guide.

1. The Driver—Physical Requirements, Attitudes, and Social Responsibilities

A logical and effective starting point for driver education is found in the study of the driver. Here the student learns about his own capabilities and limitations with respect to operating an automobile and taking his place on streets and highways with other drivers. He learns that there are inherent differences among drivers and pedestrians, and that a knowledge of these differences increases one's own ability to drive well. The learnings motivated through studying the driver have great personal significance for each student, and thus are likely to motivate 100 percent of the student group from the beginning of the program.

As students get well into the study of "the driver" (probably by the third week), practice driving instruction should begin and proceed concurrently with classroom instruction.

The topics below suggest many learning experiences:

a. Importance of cooperative attitudes on the part of street and highway users
b. Knowledge needed for efficient driving
c. Emotions and attitudes, and their relationship to driving
d. Physical fitness as related to efficient driving
    1. Kinesthetic sense (muscle sense)
    2. Human reaction time related to vehicle speeds
    3. Vision related to traffic movements
    4. Visual and body coordination in driving
    5. Hearing as related to driving
    6. Relationship of permanent and temporary physical deficiencies to driving; characteristics of accident-prone drivers
    7. Effects of alcohol and drugs on drivers and pedestrians
    8. Effects of fatigue on drivers
e. Need for formation of good driving habits
f. Need for developing skills in driving
g. Drivers and non-drivers as pedestrians
h. Use of tests to motivate an understanding of human abilities related to driving.

2. The Motor Vehicle in Modern Life

There is no need to argue that the driver education student should acquire more than a casual knowledge of the motor vehicle – the one invention which more than any other has changed our way of living. Here the student learns not only about the social and economic influences of the motor vehicle, but also about the social and economic problems which use of the motor vehicle has created – problems

which need to be solved before we can enjoy and profit to the fullest extent through our future use of automotive transportation. Learnings in this area will enable our citizens of tomorrow to participate intelligently – as we today are poorly equipped to do – in sound programs that will enhance everyone's use of motor vehicles and highways.

a. Motor vehicle use in terms of number and types of vehicles, the highway system, and mileage traveled
b. Family use of automobiles for business and pleasure
c. National, state, and local uses of motor vehicles for school transportation, police and fire protection, transportation of the sick and injured, and manifold governmental functions.
d. Commercial and farm use of trucks, buses, and taxicabs
e. Inefficiencies in motor vehicle use as reflected by the number and severity of vehicular and pedestrian accidents, and by traffic delays, congestion, and parking problems
f. Economic aspects of motor vehicle use (manufacturing, selling, fueling, servicing, repairing, and commercial parking of motor vehicles)
g. Improvement of motor vehicle use through education, enforcement, traffic court procedures, engineering, legislation, and administration (i.e., driver examining and licensing, vehicle registration, vehicle inspection).

3. Fundamentals of Legal Structure and Codes Related to Motor Vehicle Use

While a knowledge of "rules of the road" is obviously necessary for successful driving, a studied consideration of how and why these rules were developed, and what they signify for each individual highway user, provides the driver education student with a basis for developing confidence and efficiency in the ownership and operation of an automobile. Through the use of motor vehicles more than any other way, citizens are in frequent and close contact with law-administering and law-enforcing agencies of state and local government. As indicated in the topics listed, students learn what they should know and understand about the law – all the way from obtaining a learner's permit to the reports required following an accident. They also gain an appreciation of their personal responsibility as citizens to participate in the formulation of sound laws to meet changing highway and traffic conditions.

a. Motor vehicle registration and certificate of title
b. Motor vehicle learner's permit, operator's and chauffeur's licenses, including examination, issuance, suspension, and revocation
c. Financial responsibility for operation of motor vehicles, including liability and insurance
d. State laws and local ordinances regulating traffic on streets and highways, including pedestrian rights-of-way, bicycle riding regulations, and motorcycle and motor scooter regulations
e. Enforcement by police and traffic courts
f. Accident reporting.

*Preventive maintenance is the periodic checking, inspecting, servicing, repairing, and replacing of vehicle parts according to a pre-arranged schedule to forestall the development of any condition or defect that would contribute to an accident or cause a breakdown on the road.

4. Characteristics of Streets and Highways as Related to Efficient Driving

Efficiency in performing any act depends to a large extent upon the performer's knowledge and understanding of the physical equipment involved. Streets and highways are a major part of the equipment used by every driver. Through a study of the characteristics of this equipment, the driver education student gains an appreciation of how completely the roadway governs his manner of operating a motor vehicle. This matter would be simple if all roadways were alike. Since they differ in so many important ways, the student driver needs an opportunity to look closely at the varying characteristics of roadways that affect his speed, sight distance, stopping ability, night visibility, and the safety of himself and others. This opportunity is provided through learning experiences based on such topics as are given here.

a. Road surface as it affects starting, turning, stopping, and night visibility
b. Road widths, shoulders, lanes, channelizing strips, and traffic islands
c. Curves, turns, hills, and intersections as they affect speed and sight distance
d. Types and functions of signs, signals, and road markings
e. Recent advances in highway construction and traffic engineering

5. Fundamentals of Automotive Mechanics Including Preventive Maintenance*

As long as drivers continue in ignorance about the mechanical aspects of the vehicles they drive, they will continue spending hundreds of millions of dollars yearly for repairs and services resulting from lack of maintenance and from abusive use of these vehicles. Automobile manufacturers themselves are greatly disturbed by this problem. Only through better care by owners and drivers will we get full return on our investment in vehicles. The principal reason for including learning experiences relating to the vehicle itself for the driver education student is to help him reach that point where he can derive full value from owning and using an automobile. There is no thought here of making an automobile mechanic out of the student. But a knowledge of how automobile parts function mechanically leads to a better appreciation of the how and why of preventive maintenance, and consequently to greater satisfactions and economies in automobile use.

a. Automotive construction and basic principles of operation
b. Principles and methods of preventive maintenance.

6. Fundamentals of Automotive Consumer Education

With a continuing increase in our standard of living, consumer education assumes more and more importance for the individual citizen. Motor vehicle owners and drivers are confronted with such a wide variety of choices with respect to purchase of vehicles, supplies, and services as well as with respect to vehicle uses that they need guidance before they can choose wisely. Here the driver education student has an opportunity to determine for himself the

criteria which will best satisfy his abilities, needs, and interests with respect to automobile ownership and operation. The insight he gains through learnings in this area will enable him to derive great personal satisfaction out of owning and driving an automobile. The following topics suggest the scope of this area.

a. Selection and purchase of new and used vehicles
b. Relationship of driving practices to conservation of gasoline, oil, tires, engine, and other vehicle parts
c. Selection and purchase of automotive accessories.
d. Owner-driver relationships with city and state governments (e.g., those concerned with titles, registrations, licenses, and inspections)
e. Protection against personal liability through
    1. Efficient driving
    2. Purchase of insurance protection
    3. Care in loaning vehicle to other users
    4. Refraining from transporting hitch-hikers
    5. Locking car when leaving it unattended
    6. Periodic inspection of the vehicle
f. Selection and purchase of gasoline, oil, lubricants, anti-freeze, service, and repairs
g. Tools and equipment for owner maintenance
h. Reading road maps and planning trips.

7. Skills of Driving Through Practice Driving Education

While this general area is listed last, the learning experiences developed herein actually begin to take place near the start of the program and continue throughout each of the other areas by operating concurrently with classroom instruction. Developing first those basic skills needed to move the car, steer it, and stop it, the student gradually enters a more advanced stage. In this advanced stage the elementary skills are performed more and more automatically while the student now learns to apply the knowledge, understandings, and appreciations gained through previous classroom instruction. Here he experiences what is necessary and desirable in order for a driver to become a competent member of the traffic society. Throughout the program, and under the continuing guidance of the instructor, the student develops a desirable pattern of personal and social responsibility with respect to the operation of a motor vehicle. This is "learning by doing" – the kind of learning that really counts.

a. Fundamentals of driving
    1. Understanding the driving controls, safety devices, and instrument panel
    2. Understanding the differences in the driving controls among vehicles
    3. Starting and stopping the engine
    4. Starting the vehicle, steering, shifting gears, and automatic transmission operation
    5. Stopping the vehicle by using brakes and by using engine compression as a brake
    6. Giving signals and turning corners
    7. Executing maneuvers of backing, turning around, starting on grades, and parking (on level roadways and on grades)
    8. Applying sound practices in urban, rural, and open highway driving.
b. Practices that mark the efficient driver
    1. Driving in accordance with the physical laws of motion as they affect vehicle operation
    2. Driving in accordance with changing road, traffic, and weather conditions; changing personal conditions (physical and mental); and changing conditions of the vehicle
    3. Maintaining continuous control of speed
    4. Developing poise and smoothness at the wheel
    5. Showing consideration for other traffic (including pedestrians) and for the occupants of one's car
    6. Anticipating dangers from the mistakes of others.
c. Skills in handling difficult driving problems and in meeting emergencies
    1. Driving at night
    2. Emergency parking along the highway
    3. Avoiding trouble in wet weather and winter driving
    4. Driving through fog and smoke
    5. Avoiding skids in starting, turning, and stopping on wet, oily, icy, or sandy road surfaces
    6. Getting out of a skid
    7. Driving through soft sand, mud, and snow
    8. Driving back onto pavement from road shoulder
    9. Avoiding ruts and streetcar tracks
    10. Driving on rough roads and gravel roads
    11. Operations involving towing, pushing, being towed, or being pushed
    12. Giving directions to others (and receiving directions from others) in close quarter maneuvering
    13. What to do in case of an accident
    14. Putting out a motor vehicle fire
    15. Use of first aid in case of an accident or fire.

The product of the driver education program is not – and is not intended to be – a fully experienced driver. Upon successful completion of the course, the student has: A broad foundation of knowledge about himself as a driver, the car, and the highway; an understanding of what constitutes proficiency in driving; a sense of personal and social responsibility as a driver; and an established pattern of sound habits and practices at the wheel. *That is all he has – a foundation.* From this point on the student must strengthen his learnings through experience. He can do so with confidence and assurance that his foundation for success in driving is far more substantial than it could possibly be without driver education.

C. Suggestions on Instructional Method:

Teachers should select methods of instruction according to their effectiveness in achieving progress toward desired goals. Except with inexperienced teachers, little attempt should be made to regulate methods closely because their use must vary with such factors as pupil needs, size of group, type of learning experience, teacher abilities, daily purpose, organization of school program, and local conditions.

Whenever possible, the methods used should allow for student practice of the learning involved as well as for attention to individual needs. Positive teaching should be used in driver education. Negative teaching (such as the use

of horror illustrations to tell students what not to do) should not be overdone.

It is essential for the teacher to be skillful in using a variety of methods and techniques, and to consider such choices as:

1. Teacher presentations
2. Class discussions
3. Use of visiting specialists as resource persons
4. Classroom forums and panels
5. Audio-visual techniques
6. Pupil projects, e.g., surveys and traffic checks
7. Demonstrations by the teacher, e.g., of driving skills, of means of preventing accidents, and of how natural laws affect control of a car
8. Field trips to traffic court, traffic law violators school, the Department of Motor Vehicles, the vehicle inspection station
9. Dramatizations and role playing
10. Group discussions followed by action commitments.

Much importance is assigned to the development of desirable attitudes in student drivers. A teacher, however, cannot "teach" attitudes in a vacuum. Neither can students learn attitudes separate and apart from some tangible experience. Attitudes are emotionalized ideas or feelings. When they have become part of the individual student, they guide his behavior.

It appears then, that attitudes – desirable attitudes – are a natural component of all effective learning experiences provided for the student. Every discussion, every demonstration, every project and field trip, every period spent in the practice driving car presents the teacher with countless opportunities to help students form desirable attitudes related to their own use of automobiles, to other street and highway users, and to cooperative efforts to solve traffic problems.

Students develop attitudes of respect, courtesy, and helpfulness toward others through having satisfying experiences in which they can give expression to those attitudes in activities that are clearly important to achieving their own purposes.

SECTION IV

SUGGESTED EIGHTEEN–WEEK COURSE OUTLINE FOR DRIVER EDUCATION

First Week

CLASSROOM

LESSON 1:

-Introduction of teacher
-Introduction of students
-Sign program cards
-Issue book slips
-Make seating chart

LESSON 2:

-Issue textbooks
-Purpose of the course
-Nature of the course (or what I expect you to get out of the course)
-Criteria for grading

LESSON 3:

-Start psychophysical testing
  a. Reaction time test
  b. Steadiness test
  c. Glare vision, night vision, glare recovery tests
  d. Peripheral vision test
  e. Color vision test

LESSON 4:

-Continue psychophysical tests
  a. Visual acuity test
  b. Make-up tests for absentees

OTHER:

IN THE CAR

(Suggested Time - 1 Day)

-Study the dash instruments
-Study the controls
-Teach the dash and controls to one student and have each student teach one other student under your guidance
-Mimetic drills of basic movements

-Other:

Second Week

CLASSROOM

LESSON 1:

-Present scope of behind-the-wheel lessons
-Give the nature and purpose of these eighteen lessons
-Require each student to keep a driver education notebook and discuss what its content should be

LESSON 2:

-Continue psychophysical tests
  a. Depth perception test
  b. Make-up tests for absentees

LESSON 3:

-Continue psychophysical tests
-Make the first notebook assignment:
  Make a chart in your notebook showing the number of feet traveled at 10, 20, 30, 40, 50, and 60 miles per hour based on your own reaction time as measured on your test

LESSON 4:

-Complete all psychophysical testing
-Make a second notebook assignment:
  Over the weekend look for some accident statistics showing the number of people killed by the automobile for any given period of time. Then compare those deaths with accidental deaths resulting from:
    railroads
    airplanes
    drownings
    falls
    poisonings
    firearms
    burns
  (for the same given period of time)

OTHER:

IN THE CAR

(Suggested Time - 1 Day)

-Before starting the engine
-Starting the engine
-Moving the car forward and backward - stopping with the bumpers even with stanchions

-Other

Third Week

CLASSROOM

LESSON 1:

-Steps to follow before starting the engine
  a. Look over the entire situation
  b. Enter from curb side when feasible
  c. Close and lock doors
  d. Place key in ignition
  e. Adjust seat
  f. Fasten seat belt
  g. Adjust rear view and side view mirrors
  h. Check passengers' doors and belts
-Steps in starting the engine
  a. Refer to the text for appropriate procedures for starting standard and automatic transmission cars

LESSON 2:

-Introduce "rules of the road", the *UNIFORM VEHICLE CODE*, and the traffic laws of the District of Columbia
-Issue Traffic Safety Leaflets (1 - 12)
-Give a quiz on the procedures in Lesson 1

(Have at least one copy of the Traffic Laws of the District of Columbia on the reserve shelf in the school library)

LESSON 3:

-History of the automobile
-Discuss socio-economic changes resulting from auto use and auto industry
-Driving - privileges and responsibilities
-Give a test on the D.C. Traffic Laws
(Test must be passed before the student drives)

OTHER:

IN THE CAR

(Suggested Time - 1 Day)

-Review the dashboard and controls
-Review starting and stopping the engine
-Review and practice procedures for driving forward and backward on the parking lot
-Demonstrate and practice the hand-over-hand technique of steering

-Other:

Fourth Week

CLASSROOM

-Correct method of making right turns
  a. Proper position on the roadway
  b. Right of way to pedestrians
  c. Steps in making right turns
  d. Visual checkpoints

-Traffic laws pertaining to right turns

-Notebook assignment:
  a. Make a drawing of an intersection with four lanes on all streets showing the correct position for making a right turn
  b. Copy the steps for making a right turn in the correct order of execution
  c. Copy all traffic laws pertaining to right turns

-Other

IN THE CAR

(Suggested Time - 3-4 Days)

-Find a block with varied intersections, e.g., up hill, down hill, stop signs, no stop signs, marked and unmarked crosswalks, and have each student make:

Several right turns under close instruction, and one with no instruction.

-Other

Fifth Week

CLASSROOM

-Correct method of making left turns
  a. Proper position on the roadway
  b. Right of way to pedestrians
  c. Right of way to all traffic close enough to constitute a hazard
  d. Steps in making left turns
  e. Visual checkpoints

-Traffic laws pertaining to left turns

-Notebook assignment:
  a. Make a drawing of an intersection with four lanes on all streets showing the correct procedures for making a left turn
  b. Copy the steps for making a left turn in the correct order of execution
  c. Copy all traffic laws pertaining to left turns

-Other

IN THE CAR

(Suggested Time - 3-4 Days)

-Have each student make several left turns under close instruction and one with no instruction

-Have the student stop the car with both wheels six inches or less from the curb and the front bumper even with a stanchion placed near the middle of the last block

-Have the students in the rear seat evaluate the last left turn

(These left turns should be made at varied intersections, as in making the right turns above.)

-Other

Sixth Week

CLASSROOM

-Under the hood
  a. Battery
  b. Generator or alternator
  c. Starter Motor
  d. Carburetor and air filter
  e. Radiator

-Notebook assignment:
  a. One page on each of the above with three paragraphs as follows:
    1. Description of
    2. Function of
    3. Maintenance of
  b. Add a fourth paragraph when describing the generator or alternator, showing its relationship to the battery
  c. Analyze an accident report from newspapers. Causes and how it could have been avoided.

-Other

IN THE CAR

(Suggested Time - 4 Days)

-Point out the six items under the hood

-Call attention to other parts that may be studied later

-Show the location and proper method of using the bumper jack

-Driving in the lightest traffic available with a minimum of turns

-Other

Seventh Week

CLASSROOM

-Give a Traffic Knowledge Test

-The eyes of the driver and how we see

-Reaction time, braking distance, and total stopping distance for the following speeds:

10 miles per hour
20 miles per hour
30 miles per hour
40 miles per hour
50 miles per hour
60 miles per hour
70 miles per hour

(Relate stopping distances to familiar concepts, such as the length of a football field)

-Notebook assignment:
Add the braking distances for the above speeds to the previous assignment on reaction distances to show total stopping distances at the various speeds.

-Other

IN THE CAR

(Suggested Time - 3-4 Days)

-Give the student his first silent lesson on a general review of all types of driving to date

-Have the students in the back seat call the driver's attention to errors and omissions

-Other

Eighth Week

CLASSROOM

-The laws of nature
  a. Gravity
  b. Friction
  c. Inertia and centrifugal force
  d. Force of impact

-Class discussion: Are these forces friendly or unfriendly?

-The four-stroke cycle

-Notebook assignment:
  a. Diagram and explain the four-stroke cycle

-Other

IN THE CAR

(Suggested Time - 3 Days)

-Review making right and left turns

-Practice right and left turns on lightly traveled multi-lane streets

-Review stopping parallel to and six or less inches from the curb

(To promote active observation-participation by the students in the back seat, the instructor might state that a student may continue to drive until someone in the back seat sees a mistake.)

-Other

Ninth Week

CLASSROOM

-Systems of the automobile
  a. The fuel system
  b. The ignition system
  c. The cooling system
  d. The braking system

-Illustrate by film

-Use mechanical shops where appropriate

-Other

IN THE CAR

(Suggested Time - 4 Days)

-Practice driving in traffic

-Call attention to lane-changing as done by others

-Show advantages of signaling

-Show advantages of being in the correct lane ahead of time

-Other

Tenth Week

CLASSROOM

-The power train

-Trace the transmission of power from the top of the piston to the rear tires, naming each part used in the transfer of power

-Method for starting on a hill

-Other

IN THE CAR

(Suggested Time - 3-4 Days)

-Starting the engine on a hill

-Starting the car on a hill
  a. Automatic transmission
  b. Standard transmission

-Other

Eleventh Week

CLASSROOM

-Automobile insurance
  a. Bodily injury liability insurance
  b. Property damage liability insurance
  c. Collision insurance
    1. $100.00 deductible
    2. $ 50.00 deductible
    3. Complete coverage
  d. Comprehensive insurance (fire, theft, storm, etc.)
  e. Medical payments

-Notebook assignment:
  Visit an insurance company and find the cost of this package of five kinds of insurance for you, the student, when you own your own automobile and do not live at home.

-Film on skids

-Other

IN THE CAR

(Suggested Time - 4 Days)

-Winter driving; use of chains and snow tires
(Chains and snow tires are available at Highway Garage)

-Drive in snow and freezing rain if possible

-Use sand if possible to find a hill steep enough to need it

-Show the value of smooth, gradual driving

-Demonstrate how to maneuver out of snow banks

(To be scheduled as conditions prevail)

-Other

Twelfth Week

CLASSROOM

-Observation and enforcement of traffic laws

-The part played by attitudes

-Notebook assignment:
Stand on any street corner for one hour listing all traffic violations, noting the following:

Age of violator
Sex of violator
Reason for violation
Remedy for this type of violation

-Field trip to Traffic Court

-Other

IN THE CAR

(Suggested Time - 3-4 Days)

-Lane-changing in traffic (20 - 40 mph speed limits)

-Other

Thirteenth Week

CLASSROOM

-What to do in case of an accident
a. Stop immediately
b. Render assistance possible and obtain medical help if needed
c. Give your name, address, license number, and permit number. Obtain the same information from the other driver
d. Obtain names and addresses of witnesses
e. Remain at the scene of the accident until no longer needed
f. Make necessary accident reports promptly

-Accident reports (see Appendix D)

-Traffic Safety Responsibility Law

-The mathematics of passing

-Other

IN THE CAR

(Suggested Time - 4 Days)

-Passing under the following conditions
a. On two-lane roadways
b. On multi-lane roadways
c. On narrow city streets

-Passing measured by speed, time, and distance

-Other

Fourteenth Week

CLASSROOM

-The economies of buying, operating, and owning an automobile

-Buying a used car

-Preventive maintenance for economy and safety

-Driving practices as they affect the life of a vehicle, and the economy of driving

-Other
(Check for P.F.L. curriculum overlap)

IN THE CAR

(Suggested Time - 4 Days)

-Parallel parking
a. On level ground
b. On hills
c. On busy streets

(It is often most convenient to teach angle parking and back-in angle parking each day during the course when the car is parked after in-the-car instruction.)

-Other

Fifteenth Week

CLASSROOM

-The manual gearshift
  a. Correct hand position in shifting
  b. Proper time and speed ranges in the respective gears as related to conditions
  c. Position of the feet during and after the shift
  d. Position of the hands during and after the shift

-Introduction to motorcycle safety
  a. Development of motorcycle
  b. Legal aspects of motorcycling
  c. Types and uses of motorcycles

-Other

IN THE CAR

(Suggested Time - 4-8 Days – Part to run concurrently with another unit)

-Show the H pattern positioning of the gear shift lever

-Emphasize that the clutch pedal should be pushed all the way to the floor before attempting to shift gears

-Emphasize hesitation points in neutral on every shift

-Emphasize hesitation at the friction point

-Downshifting

(To be scheduled as arrangements can be made for the use of a standard shift car.)

-Other

Sixteenth Week

CLASSROOM

-The effects of alcohol and drugs

-Smoking and accidents

-Introduction to freeway driving

-Three major types of interchanges
  a. Cloverleaf interchange
  b. Diamond interchange
  c. Directional interchange

-Continuation of motorcycle safety
  a. Special hazards involved in motorcycling
  b. Economic operation and maintenance

-Other

IN THE CAR

(Suggested Time - 4-8 Days)

-The proper use of acceleration and deceleration ramps

-Driving on the three major types of interchanges

-Freeway speed lane changing (gradually)

-Show the dangers of traveling too slowly on a freeway

-Other

Seventeenth Week

CLASSROOM

-Study the road test that is to be given

-Review the rules of the road and the D. C. Traffic laws

-Review the Safety Responsibility Act

-Other

IN THE CAR

(Suggested Time - As Required)

-Each student should be given a twenty-minute road test including a minimum of:
  a. 4 right turns
  b. 4 left turns
  c. 4 stop signs
  d. Starting on a hill
  e. Parallel parking
  f. Backing
  g. Driving at least two miles while doing the above

(Refer to the driver checklist in Appendix D if no other test form is available. If a jerk recorder is available, it should be used to measure smoothness of operation.)

-Other

Eighteenth Week

CLASSROOM

-Review road tests

-Final written examination

-Collect textbooks

-Check notebooks and issue certificates to those students who have successfully completed the course.

-Other

IN THE CAR

(Suggested Time - As Required)

-Complete all road tests

-Review weak areas as required by individual students

-Other

APPENDIX A

SUMMER SCHOOL PROGRAMS

1. Staff and Car Assignments:

Staff and car assignments, and locations of the summer school centers will be made through annual memoranda from the office of the Supervising Director of Safety and Driver Education.

2. Duties of the Coordinator:

The coordinator at each summer school center will act as departmental chairman at that center, and make all on-the-spot decisions concerning assignment of Driver Education Staff at that center. He will conduct the classroom phase of teaching, assign students to the in-car teachers, and be responsible for all record keeping and final reporting to the Summer School Principal as well as the Supervising Director of Safety and Driver Education.

3. Selection of Students:

The Summer School Driver Education Program is open to all senior high school students from within the District of Columbia, both public and non-public. Selections are to be made by the respective schools, based on the quota of students assigned to that school. Non-residents of the District of Columbia may attend these summer programs on a tuition-paying basis. Students selected for the summer program should not be currently enrolled in a driver education program. Selection should be limited to those students whose academic load prevents participation in a regularly scheduled driver education program.

4. Program Format:*

Twenty-four students will be assigned to each Summer School Center for each session. Each session will be broken down into two groups of twelve students. During the first hour twelve students will receive classroom instruction while the other group of twelve is assigned, in groups of four, to the three in-car instructors. In-car groups will stay with the same instructor throughout the course for in-car training. No interchanging by students among instructors is permitted once the initial assignments have been made. For the second hour the same procedure is followed with the classroom group driving and the first hour "in-car" group receiving classroom instruction.

5. Credentials, Certification, Documentation:

All students will submit parental permission slips on the second day of the course or drop out. All in-car instructors will carry employee identification cards in their possession while operating the *assigned* motor vehicle. All in-car instructors will have their Professional Instructor's License on display in their vehicle at all times while instructing. Appropriate certificates will be issued to the students following successful compeltion of the course. Failures receive none.

*The number of students and instructors assigned to each session is tentative, subject to change based on funds available and the anticipated availability of driving simulators.

Tentative Course of Study for a Thirty-Session Summer School Driver Education Program#

CLASSROOM	IN THE CAR
SESSION 1:	
-Introduction of teacher and students -Administrative procedures -Scope and nature of the course	-Study the dash and controls
(See Section IV-1)	(See Section IV-1)
SESSION 2:	
-Begin psychophysical testing	-Before starting the engine -Starting the engine
(See Sections IV-1 & IV-2)	(See Section IV-2)
SESSION 3:	
-Complete psychophysical testing -Review and quiz on "before starting" and "starting" procedures -Introduce D. C. Traffic laws	-Putting the car in motion -Stopping the car -Backing the car
(See Section IV-3)	(See Sections IV-2 & IV-3)

For a more detailed outline refer to the appropriate weekly outline in Section IV of this guide.

SESSION 4:

-Continue D. C. Traffic Laws
-Introduce *UNIFORM VEHICLE CODE*

(See Section IV-3)

-Maneuvers (on a parking lot)
  a. Steering
  b. Starting
  c. Stopping even with a stanchion

(See Sections IV-2 & IV-3)

SESSION 5:

-Method and laws for right turns

(See Section IV-4)

-Practice right turns at varied intersections

(See Section IV-4)

SESSION 6:

-Method and laws for left turns

(See Section IV-5)

-Practice left turns at varied intersections

(See Section IV-5)

SESSION 7:

-Discuss and diagram the following maneuvers
  a. U turns
  b. Y turns
  c. Backing the car

-Maneuvers (in an off-street area)
  a. U turns
  b. Y turns
  c. Backing over long distances

SESSION 8:

-Six items under the hood

(See Section IV-6)

-Point out and discuss the six items mentioned in class
-Review right and left turns in light traffic

(See Section IV-6)

SESSION 9:

-Give a Traffic Knowledge Test
-Reaction time, braking distances, total stopping distances
-The eyes of the driver

(See Section IV-7)

-Give the first silent lesson
-Have students in the back seat call attention to errors and omissions

(See Section IV-7)

SESSION 10:

-The Laws of Nature

(See Section IV-8)

-Driving in traffic

(See Sections IV-8 & IV-9)

SESSION 11:

-Systems of the automobile

(See Section IV-9)

-Continue driving in traffic

(See Sections IV-8 & IV-9)

SESSION 12:

-Continue systems of the automobile

(See Section IV-9)

-Lane changing

(See Section IV-12)

SESSION 13:

-Starting on a hill
-Automobile insurance

(See Section IV-11)

-Starting the engine on a hill
-Starting the car on a hill

(See Section IV-10)

SESSION 14:

-Observance and enforcement of traffic laws (the "3 E's")
-Driving under adverse conditions

(See Section IV-12)

-Driving under adverse conditions
(To be scheduled as conditions prevail)

(See Section IV-11)

SESSION 15:

-How the automobile runs

(See Sections IV-8 & IV-10)

-Point out the parts of the car discussed in class
-Give the second silent lesson

(See Sections IV-7, IV-8 & IV-10)

SESSION 16:	
-The mathematics of passing -What to do in case of an accident -Accident reports -Traffic Safety Responsibility Law	-Passing moving vehicles
(See Section IV-13 & Appendix D)	(See Section IV-13)
SESSION 17:	
-Parallel parking -Angle parking	-Parallel parking (See Section IV-14)
SESSION 18:	
-The economics of owning an automobile -Economic driving practices -Preventive maintenance	-Continue parallel parking
(See Section IV-14)	(See Section IV-14)
SESSION 19:	
-The psychology of the driver	-Supervised free driving as a review
(See Section IV-12)	
SESSION 20:	
-Training and environment as an influence on driving -Purpose and objectives of traffic schools	-Continue supervised free driving as a review
SESSION 21:	
-Physical and mental fitness as related to driving -Commonly used distress signals	-Continue supervised free driving under varied conditions
SESSION 22:	
-Common emergency situations	-Continue supervised free driving -Review parallel parking (in traffic) -Angle parking (See Section IV-14)
SESSION 23:	
-Show and discuss appropriate film	-Introduction to highway and freeway driving (See Section IV-16)
SESSION 24:	
-The pedestrian and the driver -Highway and freeway driving	-Highway and freeway driving
(See Section IV-16)	(See Section IV-16)
SESSION 25:	
-The effects of alcohol and drugs -The effects of smoking	-Continue highway and freeway driving
(See Section IV-16)	(See Section IV-16)
SESSION 26:	
-Open - for make-up and review	-Open - as needed
SESSION 27:	
-Open - for make-up and review	-Open - as needed
SESSION 28:	
-General review of the course	-Review of individual problems and weaknesses
SESSION 29:	
-Written final examination	-Begin final road tests (See Section IV-17)
SESSION 30:	
-Review the final examination -Administrative procedures	-Complete final road tests
(See Section IV-18)	(See Section IV-18)

APPENDIX B

SATURDAY SCHOOL PROGRAMS

1. Staff and Car Assignments:

Staff and car assignments, and locations of the Saturday School Centers will be made through periodic memoranda from the office of the Supervising Director of Safety and Driver Education.

2. Duties of the Coordinator:

The coordinator at each Saturday School Center will act as departmental chairman at that center, and make all on-the-spot decisions concerning assignment of Driver Education Staff at that center. He will conduct the classroom phase of teaching, assign students to the in-car instructors, coordinate classroom and in-the-car instruction, and be responsible for all record keeping and final reporting to the Supervising Director.

3. Selection of Students:

Students from both public and non-public schools of the District of Columbia are eligible for enrollment in the Saturday School Driver Education Program. Students selected should not be currently enrolled in a driver education course. Selection should be limited to those students whose academic load is such as to prevent enrollment in a regularly scheduled daytime driver education program. Students will be selected based on the quotas assigned to the respective high schools, prior to the first day of the Saturday program.

4. Program Format:*

Twenty-four students will be assigned to each Saturday School Center for each session. Each session will be broken down into two groups of twelve students. During the first hour twelve students will receive classroom instruction while the other group of twelve is assigned, in groups of four, to the three in-car instructors. In-car groups will stay with the same instructor throughout the course for in-car training. No interchanging by students among instructors is permitted once the initial assignments have been made. For the second hour the same procedure is followed with the classroom group driving and the first hour "in-car" group receiving classroom instruction.

5. Credentials, Certification, Documentation:

All students shall show evidence of having school insurance. All students will submit parental permission slips on the second day of the course or drop out. All in-car instructors will carry employee identification cards in their possession while operating the *assigned* motor vehicle. All in-car instructors will have their Professional Instructor's License on display in their vehicle at all times while instructing. Appropriate certificates will be issued to the students following successful completion of the course. Failures receive none.

*The number of students and instructors assigned to each session is tentative, subject to change based on funds available and the anticipated availability of driving simulators.

Tentative Course of Study for a Twenty-four Session Saturday Driver Education Program#

	CLASSROOM	IN THE CAR
SESSION 1:		
	-Introduction of the teacher and students -Administrative procedures -Scope and nature of the course	-Study the dash and controls
	(See Section IV-1)	(See Section IV-1)
SESSION 2:		
	-Begin psychophysical testing	-Before starting the engine -Starting the engine
	(See Sections IV-1 & IV-2)	(See Section IV-2)
SESSION 3:		
	-Complete psychophysical testing -Review "before starting" and "starting" procedures -Introduce D.C. Traffic Laws	-Putting the car in motion -Stopping the car -Backing the car
	(See Section IV-3)	(See Sections IV-2 & IV-3)

For a more detailed outline refer to the appropriate weekly outline in Section IV of this guide.

SESSION 4:

-Continue D.C. Traffic Laws
-Introduce *UNIFORM VEHICLE CODE*

(See Section IV-3)

-Maneuvers (on a parking lot)
  a. Steering
  b. Starting
  c. Stopping even with a stanchion

(See Sections IV-2 & IV-3)

SESSION 5:

-Method and laws for right turns

(See Section IV-4)

-Practice right turns at varied intersections

(See Section IV-4)

SESSION 6:

-Method and laws for left turns

(See Section IV-5)

-Practice left turns at varied intersections

(See Section IV-5)

SESSION 7:

-Six items under the hood

(See Section IV-6)

-Point out and discuss the six items mentioned in class
-Review right and left turns in light traffic

(See Section IV-6)

SESSION 8:

-Give a Traffic Knowledge Test
-Reaction time, braking distances, total stopping distances
-The eyes of the driver

(See Section IV-7)

-Give the first silent lesson
-Have students in the back seat call attention to errors and omissions

(See Section IV-7)

SESSION 9:

-The Laws of Nature

(See Section IV-8)

-Driving in traffic

(See Sections IV-8 & IV-9)

SESSION 10:

-Systems of the automobile

(See Section IV-9)

-Continue driving in traffic

(See Sections IV-8 & IV-9)

SESSION 11:

-Continue systems of the automobile

(See Section IV-9)

-Lane-changing

(See Section IV-12)

SESSION 12:

-Starting on a hill
-Automobile insurance

(See Section IV-11)

-Starting the engine on a hill
-Starting the car on a hill

(See Section IV-10)

SESSION 13:

-Observance and enforcement of traffic laws
-Driving under adverse conditions

(See Section IV-12)

-Driving under adverse conditions
(To be scheduled as conditions prevail)

(See Section IV-11)

SESSION 14:

-How the automobile runs

(See Sections IV-8 & IV-10)

-Point out parts of the car discussed in class
-Give the second silent lesson

(See Sections IV-7 & IV-10)

SESSION 15:

-The mathematics of passing
-What to do in case of an accident
-Accident reports
-Traffic Safety Responsibility Law

(See Section IV-13 & Appendix D)

-Passing moving vehicles

(See Section IV-13)

SESSION 16:

-Parallel parking
-Angle parking

-Parallel parking

(See Section IV-14)

SESSION 17:

-The economics of owning an automobile
-Economic driving practices
-Preventive maintenance

(See Section IV-14)

-Continue parallel parking

(See Section IV-14)

SESSION 18:

-The psychology of the driver

-Supervised free driving as a review

SESSION 19:

-Common emergency situations

-Continue supervised free driving
-Review parallel parking
-Angle parking

(See Section IV-14)

SESSION 20:

-The pedestrian and the driver
-Highway and freeway driving

(See Section IV-16)

-Highway and freeway driving

(See Section IV-16)

SESSION 21:

-The effects of alcohol and drugs
-The effects of smoking

(See Section IV-16)

-Continue highway and freeway driving

(See Section IV-16)

SESSION 22:

-General review of the course

-Review individual problems

SESSION 23:

-Written final examination

-Begin final road tests

(See Section IV-17)

SESSION 24:

-Review final examination
-Administrative procedures

(See Section IV-18)

-Complete road tests

(See Section IV-18)

APPENDIX C

EVENING ADULT EDUCATION PROGRAMS

1. Staff and Car Assignments:

Locations of Evening Adult Education Centers will be announced by the Department of Adult Education, Vocational Education, and Summer Schools. Staff and car assignments will be made through periodic memoranda from the office of the Supervising Director of Safety and Driver Education.

2. Duties of the Coordinator:

The coordinator at each Evening School Center will act as departmental chairman at that center, and make all on-the-spot decisions concerning assignment of Driver Education Staff at that center. He will conduct the classroom phase of teaching (provided it is incorporated into the program), coordinate classroom and in-the-car instruction, and be responsible for all record keeping and reporting to the Evening School Principal and to the Supervising Director.

3. Selection of Students:

Students will be selected for enrollment in the Evening Driver Education Program on a first come, first served basis. In order to qualify for enrollment the student must be an adult (18 years of age or over), residing in the District of Columbia, and not currently enrolled in the regular day program of the District of Columbia Public Schools. Registration and enrollment will take place at the respective Evening School Centers.

4. Program Format:

Program format for the Evening Adult Driver Education classes is presently dependent upon the availibility of funds for operating expenses. Should adequate funds become available, the program should be set up in a manner similar to the Saturday School Program (SEE APPENDIX B). Prior to this writing, pilot evening programs have been set up on a basis of thirteen 3-hour sessions in which the classroom and in-car phases of the course are taught concurrently by the same instructor. Six students are assigned to each instructor and then divided into two groups of three. Assuming that the first 3-hour session is devoted to registration, distribution of books, assignment of groups, and an introduction to driver education, the instructor has twelve 3-hour sessions (36 hours) in which to teach six students. This is adequate for each student to receive six hours of behind-the-wheel instruction time. Due to the time limitation, however, the instructor must incorporate the normal classroom phase of the course with the in-car instruction. To make maximum use of the time available, it is advisable to have the two groups of 3 drive on alternate evenings. A tentative schedule for combining the classroom and in-car phases in this program follows.

5. Credentials, Certification, Documentation:

All in-car instructors will carry employee identification cards in their possession at all times while operating the *assigned* motor vehicle.

All in-car instructors will have their Professional Instructor's License on display in their vehicle at all times while instructing.

Appropriate certificates will be issued to the students following successful completion of the course, providing the course can be set up to meet the minimum 6-hour and 30-hour time requirements. Failures receive none.

Suggested Course of Study for a Thirteen-Session Adult Driver Education Program*

CLASSROOM	IN THE CAR
SESSION 1:	
–Introduction of teacher and students –Administrative procedures –Scope and nature of the course –Rules of the road –Right-of-way laws –Types and meanings of signs, signals, and pavement markings –The Laws of Nature	
SESSIONS 2 & 3:	
–Before starting the car –Starting the car –Laws for right turns and important visual checkpoints (See Sections IV-3 & IV-4)	–Study the dash and controls –Putting the car in motion –Stopping even with a stanchion –"10 & 2" hand position and "hand-over-hand" steering technique –Practice right turns under varied conditions (See Sections IV-2, IV-3 & IV-4)

* For a more detailed outline refer to the appropriate weekly outline in Section IV of this guide.

SESSIONS 4 & 5:

-Laws for left turns and important visual checkpoints
-Proper use of right- and left-turn lanes

(See Section IV-5)

-Practice left turns under varied conditions
-Maneuvers
  a. U turns
  b. Y turns
  c. Backing the car
-Driving in moderate traffic

(See Section IV-5)

SESSIONS 6 & 7:

-The psychology of the driver
-Physical and mental fitness as related to driving
-The effects of alcohol, drugs, and smoking

(See Section IV-12)

-Starting the engine on a hill
-Starting the car on a hill
-Driving in moderate traffic
-Lane changing in traffic

SESSIONS 8 & 9:

-Review meaning and locations of signs, signals, and pavement markings
-The pedestrian and the driver
-Discuss pertinent D.C. Traffic Laws
-Introduce the *UNIFORM VEHICLE CODE*
-What to do in case of an accident

(See Section IV-13 & Appendix D)

-Review driving skill covered to date in medium-to-heavy traffic

SESSIONS 10 & 11:

-Types of highways and freeways
-Types of freeway interchanges
  a. Cloverleaf
  b. Diamond
  c. Directional
-Proper use of acceleration and deceleration lanes
-Reaction, braking, and stopping distances as related to speed
-Review the Laws of Nature
-The mathematics of passing
-The economics of owning an automobile
-Preventive maintenance for economy and efficiency
-Commonly used distress signals

(See Sections IV-7, IV-8, IV-14 & IV-16)

-Introduction to freeway driving
-Proper use of acceleration and deceleration lanes
-Lane changes at freeway speeds
-Passing on the highway and freeway

(See Sections IV-13 & IV-16)

SESSIONS 12 & 13:

-Safety in parking
-Automobile insurance
-Administrative procedures

(See Sections IV-11 & IV-18)

-Parallel parking
-Angle parking
-Review all driving to date
-Review individual weaknesses

(See Section IV-14)

APPENDIX D

COMMONLY USED FORMS, LISTS, AND PROCEDURES

Suggested Statement Requesting Parent's Consent

Name of School

(Date)

Dear Parents:

Your (son)(daughter), (student's name), has asked to be enrolled in our Driver Education Program. Students taking this course will receive classroom instruction and practice driving instruction at the controls of an automobile. The car used for practice driving has dual controls on the right-hand side for the instructor's use. Adequate insurance coverage is carried for this car and all who use it or ride in it. The instructor of this course, (teacher's name), has had special preparation for this work.

Our goal in giving driver education is to prepare competent, skillful, and responsible young drivers who will be a credit to their families and community. We also hope that the knowledge, skills, and attitudes they acquire in the driver education course will be helpful to them in securing employment opportunities involving the use of motor vehicles.

Presenting the enclosed "Parent's Approval for Driver Education" statement for your signature does not guarantee that your child will be accepted for practice driving instruction. By your signature indicating approval, your child will become eligible for consideration along with other student applicants for practice driving instruction. Final selection of students to participate in practice driving instruction will be made after careful consideration of such other factors as order of application and need.

Very truly yours,

(Principal's Signature)

Parent's Approval for Driver Education

(Date)

I hereby give my approval for my (son) (daughter), (student's name), to enroll in the Driver Education Program, with the understanding that (he) (she) will be under school supervision during the entire course.

I also understand that the school will not be responsible in any way for any driving of a motor vehicle my (son) (daughter) may do outside the school program; and that for any such outside driving (he) (she) must first obtain a learner's permit from the District of Columbia Department of Motor Vehicles.

Signed: (parent or guardian)

Driver Education Student Progress Report

Name_____ Homeroom_____ Period_____

Address_____ Year in School_____ Age_____

Enrolled from_____ Instructor_____ Room_____

Previous driving exp._____ Type of permit (if any)_____

Restrictions and/or limitations_____

Class Period	Behind-the-Wheel Training	Observation Time	Miles Driven	Comments
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
Totals				

_____

Instructor

SUGGESTED DRIVER CHECKLIST

DATE

DRIVER _____ CHECKED BY _____

DIRECTIONS: PLACE A CHECK (✓) IN THE PROPER COLUMN OPPOSITE EACH OF THE ITEMS LISTED BELOW.	A	B	C	D	F	REMARKS
1. PRE-DRIVING CHECK (TIRES, GUAGES, ETC.)..						
2. DRIVER'S COMPARTMENT:						
A. ADJUSTS TO PROPER AND COMFORTABLE POSITION.....						
B. PERFORMS SAFETY ADJUSTMENTS:						
- LOCKS DOORS.....						
- ADJUSTS MIRRORS.....						
- FASTENS OCCUPANT RESTRAINTS.....						
C. LOCATION AND FUNCTION OF GUAGES.....						
D. LOCATION AND USE OF CONTROLS.....						
3. STARTS ENGINE PROPERLY.....						
4. USES CLUTCH AND ACCELERATOR WITH PROPER COORDINATION.....						
5. USES BRAKES PROPERLY AND SMOOTHLY.....						
6. STEERING:						
A. STEERS PROPERLY AND SMOOTHLY.....						
B. KEEPS IN PROPER TRAFFIC LANE.....						
C. PASSES CORRECTLY.....						
7. SHIFTING AND/OR LEVER POSITION SELECTION:						
A. LOW GEAR /LO/D1						
B. SECOND GEAR.....						
C. HIGH GEAR /DR./D						
D. DOWN SHIFTING.....						
8. TURNING:						
A. RIGHT TURNS.....						
B. LEFT TURNS.....						
C. U TURNS.....						
9. PARKING:						
A. PARALLEL.....						
B. ANGLE.....						
10. SIGNALING:						
A. HAND AND/OR AUTOMATIC SIGNALS.....						
B. POSITION OF THE CAR.....						
11. CONTROLS SPEED ACCORDING TO CONDITIONS...						
12. OBEYS ALL TRAFFIC LAWS.....						
13. DISPLAYS PROPER DRIVER ATTITUDE.....						

REVISED 1/22/70

SUGGESTED FOLLOW-UP FORM TO BE SENT TO PARENTS

STUDENT EVALUATION FORM

_____
DATE

TO THE PARENT:

_____ HAS SUCCESSFULLY COMPLETED THE DRIVER EDUCATION COURSE AT _____ HIGH SCHOOL. THIS COURSE INCLUDED____HOURS IN THE CLASSROOM STUDYING RULES OF THE ROAD, CAUSES OF TRAFFIC ACCIDENTS, PHYSICAL AND EMOTIONAL CHARACTERISTICS OF DRIVERS, MEANS OF CONTROLLING TRAFFIC ACCIDENTS, AND MOST IMPORTANT OF ALL, THE SIGNIFICANCE OF THE PROPER DRIVER ATTITUDE. THE STUDENT HAS ALSO RECEIVED _____HOURS OF INDIVIDUAL BEHIND-THE-WHEEL INSTRUCTION, AND _____HOURS' IN-THE-CAR OBSERVATION IN DEVELOPING THE PROPER MANIPULATIVE SKILLS TO BECOME A SAFE DRIVER.

_____ IS NOW READY TO APPLY FOR A REGULAR DRIVER'S LICENSE. HOWEVER, WE WISH TO POINT OUT THAT AN EXPERT DRIVER IS ONE WHO HAS ADEQUATE EXPERIENCE TO DEVELOP THE NECESSARY JUDGEMENT TO OPERATE A VEHICLE SAFELY IN MODERN TRAFFIC. THEREFORE, WE WISH TO SUGGEST THAT YOU PERMIT (HIM) (HER) TO DRIVE AS MUCH AS POSSIBLE UNDER YOUR SUPERVISION BEFORE HE OR SHE ASSUMES THE RESPONSIBILITY OF DRIVING ALONE.

FOR YOUR INFORMATION, _____ NEEDS ADDITIONAL PRACTICE PHASES OF DRIVING AS FOLLOWS:

	NEEDS IMPROVEMENT
1. STARTING.	_____
2. STEERING.	_____
3. STOPPING.	_____
4. SHIFTING.	_____
5. SIGNALLING.	_____
6. TURNING	_____
7. PARKING	_____
8. GOOD DRIVING PRACTICES.	_____
9. KNOWING AND OBEYING THE RULES OF THE ROAD	_____
10. ATTITUDE TOWARD PEDESTRIANS, CYCLISTS, AND OTHER DRIVERS	_____

_____ PRINCIPAL

_____ INSTRUCTOR

DRIVER ANALYSIS FORM
based on
AAA PSYCHOPHYSICAL TEST SCORES

Name _____ Age _____ Date _____ Over-all Score _____

Address _____ Years of driving experience _____

_____ Annual mileage _____

_____

Letter Rating

FIELD OF VISION R____ L____ R____ L____ Total _____

340 350 360 370 380 390 400 410 420

E - Poor	D-Below Average	C-Average	B-Above Average	A - Good
Slow down at corners. Turn head and eyes frequently to observe traffic coming from sides	Use caution at intersections			

COLOR VISION

E - ( ) Confuses red and green. Learn position of red in local signals. Watch action of other traffic at intersections.

C - ( ) Hesitates in naming colors. If uncertain of color at intersection watch action of other traffic.

A - ( ) Colors named correctly

DISTANCE JUDGMENT (Driver Evaluator) Total correct _____

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

E-Poor	D-Below Average	C-Average	B-Above Average	A-Good
Allow ample distance when following, overtaking or passing	Use extra care in parking			

VISUAL ACUITY Total correct: Right eye____ Left eye____ Both eyes____

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 — Right
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 — Left
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 — Both

E-Poor	D - Below Average	C - Average	B - Above Average	A - Good
See an eye specialist. Vision can frequently be improved with glasses.	If not wearing glasses have vision checked.	A score of 9 is 20/20 vision.		

REACTION TIME (Aver. of 20 trials)

— — — — — — — — — —
— — — — — — — — — —

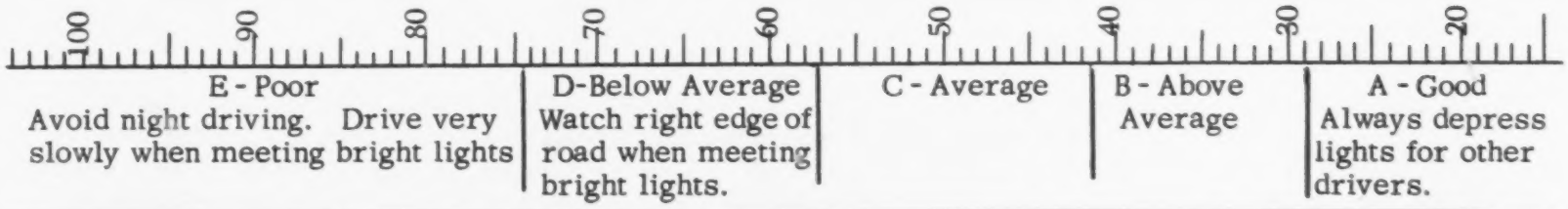
Total _____
Aver. _____ Sec.

55 54 53 52 51 50 49 48 47 46 45 44 43 42 41 40 39 38 37 36 35 34 33

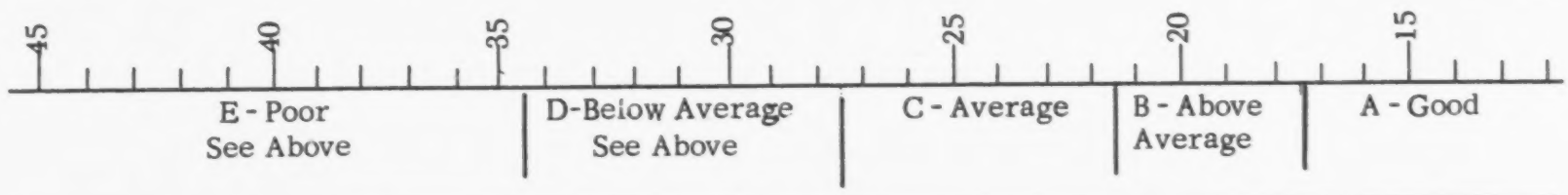
E-Poor	D-Below Average	C-Average	B-Above Aver	A-Good
Avoid following too closely. Keep alert Avoid heavy traffic.	"Drive ahead" Do not take chances		Avoid over-confidence	Avoid sudden stops

Stock No. 3555
May 1959

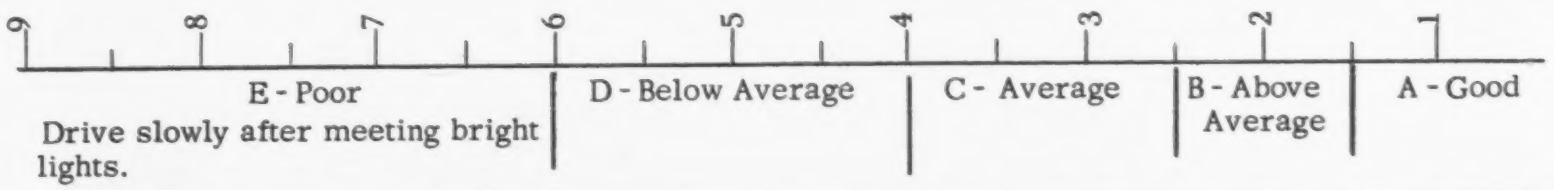
GLARE VISION a._____ b._____ c._____ Average_____



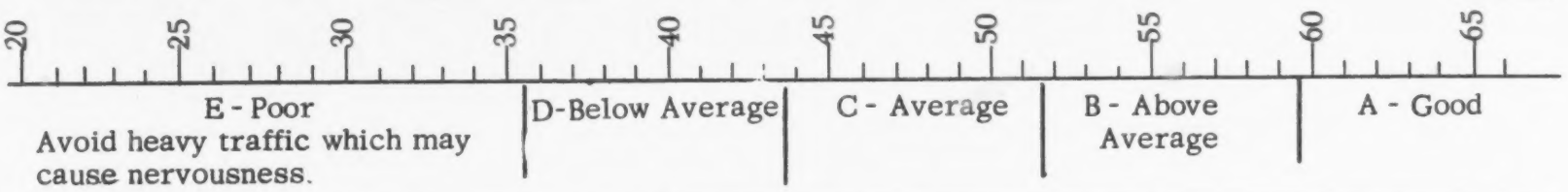
NIGHT VISION a._____ b._____ c._____ Average_____



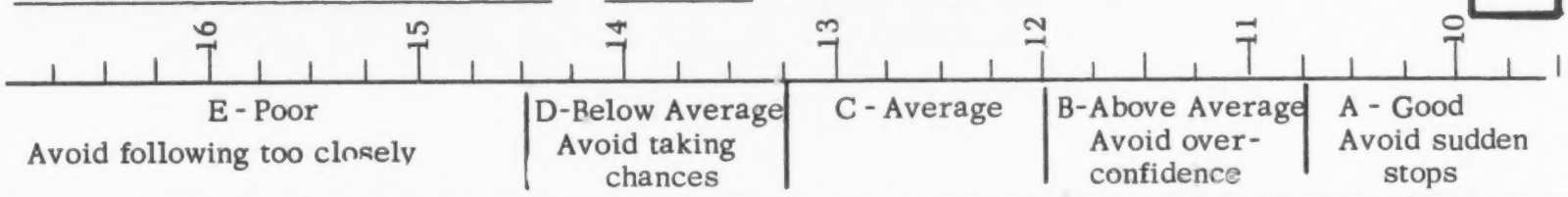
GLARE RECOVERY a._____ b._____ c._____ Average_____ seconds



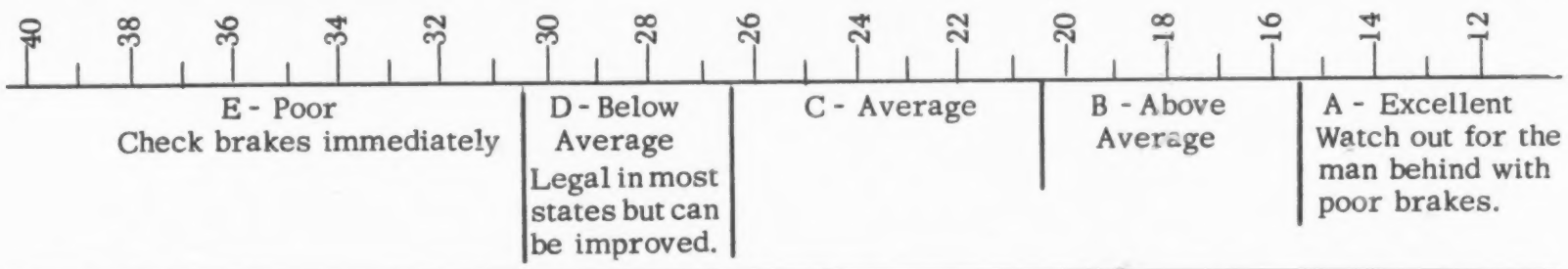
STEADINESS a._____ b._____ c._____ d._____ e._____ Total_____



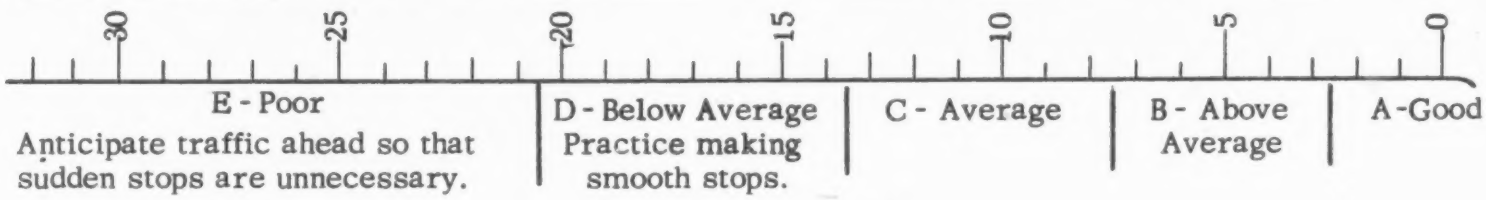
DETONATOR REACTION DISTANCE _____ feet (at 20 m. p. h.)



DETONATOR BRAKING DISTANCE _____ feet (at 20 m. p. h.)



JERK RECORDER Miles of travel_____ Units recorded____ Units per mile___



Driver Education Certificate

This is to certify that

_____.

has successfully completed a course in

Driver Education

at the High School, Washington, D. C.,
with participation as indicated below.

Hours Behind-the-Wheel _____

Hours in-Car Observation _____

Hours in Classroom Instruction _____

_____
DATE

_____
PRINCIPAL

_____
INSTRUCTOR

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, ATHLETICS AND SAFETY
PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

EQUIPMENT RECEIPT

DATE_____

ISSUED TO_____SCHOOL

ITEMS:

RECEIVED IN GOOD ORDER BY:

L.S._____

TITLE_____

FOR_____SCHOOL

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, ATHLETICS AND SAFETY
PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

DATE_____

MEMORANDUM

FOR : DRIVER EDUCATION STAFF

FROM : J. G. ONTKO, SUP. DIR., SAFETY AND DRIVER EDUCATION

SUBJECT : SEMESTER PROGRAM REPORT

KINDLY PROVIDE THE INFORMATION REQUESTED BELOW AND RETURN THIS MEMORANDUM FORM TO MR. J. G. ONTKO AT MALCOLM SCATES ANNEX #6, 4121 13TH STREET, N. W., WASHINGTON, D. C., 20011 WITHIN ONE WEEK OF RECEIPT.

DATE :_____ SCHOOL :_____

SEMESTER:_____ TEACHER:_____

DRIVER EDUCATION TEACHER PROGRAM

PERIODS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
BEFORE SCHOOL					
1ST PERIOD					
2ND PERIOD					
3RD PERIOD					
4TH PERIOD					
5TH PERIOD					
6TH PERIOD					
7TH PERIOD					
AFTER SCHOOL					

WRITE : ROOM NUMBER, NUMBER OF STUDENTS PER PERIOD, THEORY OR BW (BEHIND-THE-WHEEL) OR ANY OTHER ASSIGNED DUTY.

EXAMPLE: RM. 119, THEORY-12 OR BW-4 OR LUNCH OR CAFETERIA DUTY OR PLANNING PERIOD.

EXTRA CURRICULAR ASSIGNMENTS:_____

SIGNATURE OF TEACHER_____

PRINCIPAL CERTIFICATION_____

EMPLOYEE IDENTIFICATION CARD AND AUTHORIZATION FORM

All In-Car Instructors will carry the following employee identification card, with the principal's authorization on the back, at all times while operating the assigned motor vehicle(s).

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

Department of Personnel
Presidential Building — 415 Twelfth Street, N. W.
Washington, D. C. 20004

EMPLOYEE IDENTIFICATION CARD

This is to certify that _____
is an employee of the Public Schools of the District of Columbia and is a member of the staff of _____
School/Office

_____ _____
Signature of Employee Immediate Superior

_____
School Year Ending 271 Form No. 598—1969

(FRONT)

THE BEARER OF THIS CARD, AS A CERTIFIED DRIVER EDUCATION TEACHER, IS AUTHORIZED TO OPERATE VEHICLE (S), DISTRICT TAG# _____, _____, IN THE PERFORMANCE OF HIS SERVICES.

_____
PRINCIPAL

(BACK)

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, ATHLETICS AND SAFETY
PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

*ACCIDENT & THEFT REPORTING PROCEDURES
DRIVER EDUCATION VEHICLES

A. ACCIDENT REPORTING - PUBLIC SCHOOL REQUIREMENTS:

1. CALL POLICE TO SCENE AND HAVE THEM PREPARE A REPORT (P.D. 10) REGARDLESS OF FAULT OR EXTENT OF DAMAGES TO EITHER VEHICLE.

2. COLLECT ALL OF THE NECESSARY INFORMATION AT THE SCENE: DATE, TIME, LOCATION, DRIVERS INVOLVED, PASSENGERS INVOLVED, WITNESSES, REGISTRATION AND LICENSE INFORMATION, AND A SKETCH OF WHAT HAPPENED.

3. NOTIFY IMMEDIATELY AND IN THIS ORDER: YOUR PRINCIPAL - YOUR SUPERVISOR, 629-7384 YOUR SUPERVISOR WILL NOTIFY THE SERVICES OFFICER.

4. OBTAIN A PHOTOSTATIC COPY OF THE POLICE REPORT (AVAILABLE AT THE PRECINCT OR 48 HOURS LATER AT THE MUNICIPAL BUILDING, 301 C STREET, N. W.) AND HAND-CARRY THIS TO THE SERVICES OFFICER, PRESIDENTIAL BUILDING, 415 12TH STREET, N. W. BEFORE 3:30 P.M.

5. COMPLETE THE REQUIRED INSURANCE AND MOTOR VEHICLE BUREAU FORMS AT THE PRESIDENTIAL BUILDING WITH ASSISTANCE FROM THE STAFF OF THE SERVICES OFFICER.

6. HAND-CARRY FORMS FOR NECESSARY SIGNATURES: DRIVER SIGNS
   PRINCIPAL SIGNS
   SUPERVISOR INITIALS

7. HAND-CARRY SIGNED FORMS BACK TO THE SERVICES OFFICE IN THE PRESIDENTIAL BUILDING.

8. ALL OF THE ABOVE PROCEDURES MUST BE COMPLETED WITHIN FIVE (5) DAYS FROM THE DATE OF THE ACCIDENT TO COMPLY WITH D. C. MOTOR VEHICLE REGULATIONS.

9. FAILURE TO FULLY COMPLY WITH ITEM #8 MAY RESULT IN LOSS OF D. C. DRIVER'S LICENSE AND PROFESSIONAL INSTRUCTOR LICENSE.

- - - - - - - - - - -

B. ACCIDENT REPORTING - MOTOR VEHICLE BUREAU REQUIREMENTS:

1. STOP
2. IDENTIFY YOURSELF (EXCHANGE LICENSE AND REGISTRATION INFORMATION)
3. GIVE ALL ASSISTANCE POSSIBLE TO INJURED.
4. SUMMON POLICE OR REPORT ACCIDENT TO NEAREST PRECINCT AS SOON AS POSSIBLE.
5. IN EVENT OF DEATH, INJURY, OR PROPERTY DAMAGE IN EXCESS OF $100.00 TO EITHER VEHICLE, MAKE REPORT IN WRITING TO THE DEPARTMENT OF MOTOR VEHICLES WITHIN FIVE (5) DAYS ON THE PRESCRIBED FORM.

*NOTE: BOTH MOTOR VEHICLE BUREAU REQUIREMENTS AND PUBLIC SCHOOL REQUIREMENTS MUST BE MET. ONE DOES NOT SUPPLANT, REPLACE, OR SUBSTITUTE FOR THE OTHER.

- - - - - - - - - - -

C. THEFT REPORTING - PUBLIC SCHOOL REQUIREMENTS:

1. SUMMON POLICE TO THE SCENE AS SOON AS A THEFT OF THE VEHICLE OR PORTIONS THEREOF IS UNCOVERED.

2. HAVE FORM #256 PREPARED IN QUADRUPLICATE AND SUBMIT THREE (3) COPIES TO THE SERVICES OFFICER, PRESIDENTIAL BUILDING. ONE COPY IS RETAINED FOR THE SCHOOL FILE.

REVISED 1/26/70

1. DRIVER'S NAME (Last, First, Middle): Clinton

13. COMPLAINT NO.: 1 | 8480 | 2

1. DRIVERS NAME (Last, First, Middle): Eric PEDESTRIAN

2. ADDRESS: 1914-Bryant Street NE

14. DATE & TIME OF ACCIDENT: Jan 7th 1969 3:15 PM

2. ADDRESS: 5043 Blaine St. NE

3. SEX	RACE	D. O. B.	4. HOME PHONE
m	N	Dec 3, '05	529-2477

15. DAY OF WEEK: TUES

16. NO. VEH. INV.: 1

3. SEX	RACE	D. O. B.	4. HOME PHONE
m	N	Aug 12, '63	583-1287

5. VEH. TAG NUMBER & ST.: HC 565 (DC-69)

6. BUSINESS PHONE: 882-7800 ext 18

17. LOCATION OF ACCIDENT: ON BLAINE ST.

5. VEH. TAG NUMBER & ST.:

6. BUSINESS PHONE:

7. VEH. MAKE & YEAR	TYPE	COLOR
Plymouth 1965	2	

AT

7. VEH. MAKE & YEAR	TYPE	COLOR

8. DRIVER LICENSE (State & Number): Dc 2331091 4

24 FT. N S E (W) OF

8. DRIVER LICENSE (State & Number):

9. ☐ $ 25 AND OVER ☒ LESS THAN $ 25

10. APPARENT VIOLATION (See Reverse)

CODE

DIVISION AVE

9. ☐ $ 25 AND OVER ☐ LESS THAN $ 25

10. APPARENT VIOLATION (See Reverse): CODE 15

11. CORPORATION COUNSEL DATE:

11. CORPORATION COUNSEL DATE:

12. TVN AND/OR ARREST NUMBER

NW (NE) SW SE

12. TVN AND/OR ARREST NUMBER

18. DIRECTION OF TRAVEL AND STREET	VEHICLE ACTION (See Reverse)	CODE
VEH.# 1 W on BLAINE ST		0

DIRECTION OF TRAVEL AND STREET	VEHICLE ACTION (See Reverse)	CODE
VEH.# 2 S ACROSS BLAINE		10

DAMAGE

19. Describe specific damage to vehicle(s) and/or other property. Include Owner's name and address for property damage other than vehicle. Identify vehicle(s) by number & INDICATE POINT OF IMPACT.

Veh# 1 - P.I. - RF Fender DAMAGE: NONE PEDESTRIAN: L Elbow DAMAGE: NONE

WITNESS

20. NAME (Last, First, Middle)	ADDRESS	PHONE NO.
ALSTON, Carrie	27-51st ST., NE (CROSSING GUARD)	582-6700

21. OWNER'S NAME (Last, First, Middle)	ADDRESS	PHONE NO.
VEH. #1 BOYSTER, Charles James	1006 Hamilton Street NE	UNK
VEH. #2		

22. WEATHER	23. VISIBILITY	24. ST. LIGHTS	25. ROAD COND.
1. FOG/MIST 2. CLEAR 3. RAIN 4. SNOW 5. SLEET: 2	1. DAWN/DUSK 2. NIGHT 3. DAY: 3	1. DEFECTIVE 2. NONE 3. ON 4. OFF: 4	1. REPAIRING 2. DRY 3. WET 4. ICY: 2

26. CONTROLS	27. VEHICLES	28. NO. INJ. OR KILLED
1. SIG. FLASHING 2. YIELD SIGN 3. STOP 4. SIGNAL 5. NONE (See remarks)	1. TOWED 2. LEFT AT SCENE VEH. #1 VEH. #2	1 NO. NON-VISIBLE INJURY; ___ NUMBER VISIBLE INJURY; ___ NUMBER KILLED

29. TOWED BY

30. H B D	31. STUDENT	32. GOVT. PROPERTY INVOLVED	33 PHOTOS
DRIVER ☐ # 1 ☐ # 2	☒ DIPLOMAT ☐	☐ D.C. ☐ FED.	If YES give film strip Number ☐ YES ☒ NO FS#

34. CHECK APPLICABLE BOX (S)

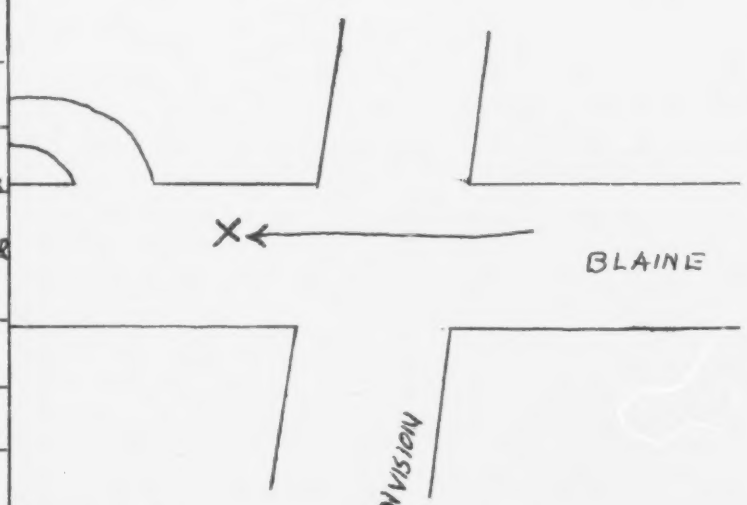
☐ HIT AND RUN ☐ OFFICE REPORT (Not at scene)

☒ INJ. OR KILLED ☐ COMPLAINT OF PAIN (No visible injury)

35. REMARKS: PERTINENT FACTS NOT COVERED BY THIS REPORT i.e. DEFECTIVE SIGN, SIGNAL, VEHICLE, OBSCUREMENTS, ETC.

THE PEDESTRIAN RAN OUT IN FRONT OF THE TAXI, CROSSING BLAINE FROM THE OPERATOR'S RIGHT TO HIS LEFT. THE PEDESTRIAN WAS OUTSIDE OF THE CROSSWALKS AND CROSSING AGAINST THE CROSSING GUARD'S SIGNALS. THE PEDESTRIAN ATTENDS RICHARDSON GRAMMAR SCHOOL (53rd & BLAINE) AND BECAUSE OF HIS AGE WAS NOT ISSUED A TVN FOR PED. VIOLATION.

43. ACCIDENT DIAGRAM



SPEED ZONE 25 MPH

SKID MARKS TO IMPACT #1 11 #2 ___

DISTANCE TRAVELED AFTER IMPACT #1 to curb #2 ___

36. REPORTING AND ASSISTING OFFICER: Angelo Galeotti Pvt 4 D. NO (S): 0548

37. PCD (Dist.)	38. UNIT	39. R.A.	40. SUPERVISOR APPROVING
14	414		Lt R Morris

41. COLLISION CODE

OFFICE USE ONLY

42. NO. COPIES: 12

PD 10
REV. 7/68

METROPOLITAN POLICE DEPARTMENT
WASHINGTON, D.C.

TRAFFIC ACCIDENT REPORT

1. NAME (Last, First, Middle)		11 COMPLAINT NO.		1. NAME (Last, First, Middle)
Eric		◄ 1	8480 ► 2	
2. STREET ADDRESS		12. INJURY CODE		2. STREET ADDRESS
5043 BLAINE STREET, NE		F – FATAL		
3. CITY, TOWN AND STATE		A – Bleeding wound – Distorted member – Carried away		3. CITY, TOWN AND STATE
WASHINGTON, D.C.		B – Bruises – Abrasions – Limping		
4. SEX / RACE / D. O. B. / 5. HOME PHONE		C – No visible injury, but transported to Hospital		4. SEX / RACE / D. O. B. / 5. HOME PHONE
m / N / Aug. 12, '63 / 583-				
6. EMPLOYED BY	7. BUS. PHONE			6. EMPLOYED BY / 7. BUS. PHONE
Student - Richardson Grammar	School		DRIVER	
8. TRANSPORTED BY			OCCUPANT	8. TRANSPORTED BY
Grandfathers Privately Owned Vehicle		C	PEDESTRIAN	
9. WHERE TAKEN			VEH. NUMBER	9. WHERE TAKEN
D. C. General Hosp (RELEASED)				
10. NAME & ADDRESS OF PERSON NOTIFIED		SEAT BELTS		10. NAME & ADDRESS OF PERSON NOTIFIED
Mr George (Grand Father)		☐ INSTALLED ☐ IN USE	☐ INSTALLED ☐ IN USE	

1. NAME (Last, First, Middle)		11. COMPLAINT NO.		1. NAME (Last, First, Middle)
		◄ 3	► 4	
2. STREET ADDRESS		12. INJURY CODE		2. STREET ADDRESS
		F – FATAL		
3. CITY, TOWN AND STATE		A – Bleeding wound – Distorted member – Carried away		3. CITY, TOWN AND STATE
		B – BRUSES – Abrasions – limping		
4. SEX / RACE / D. O. B. / 5. HOME PHONE		C – No visible injury, but transported to Hospital		4. SEX / RACE / D. O. B. / 5. HOME PHONE
6. EMPLOYED BY	7. BUS. PHONE			6. EMPLOYED BY / 7. BUS. PHONE
			DRIVER	
8. TRANSPORTED BY			OCCUPANT	8. TRANSPORTED BY
			PEDESTRIAN	
9. WHERE TAKEN			VEH. NUMBER	9. WHERE TAKEN
10. NAME & ADDRESS OF PERSON NOTIFIED		SEAT BELTS		10. NAME & ADDRESS OF PERSON NOTIFIED
		☐ INSTALLED ☐ IN USE	☐ INSTALLED ☐ IN USE	

13. PEDESTRIAN ACTIONS (One Only)

1. WITH SIGNAL IN CROSSWALK
2. AGAINST SIGNAL IN CROSSWALK
3. IN CROSSWALK NO SIGNAL
4. FROM BETWEEN PARKED VEHICLES
5. NOT IN CROSSWALK
6. IN UNMARKED CROSSWALK

5

14. MARK APPLICABLE BOXES

☐ PEDESTRIAN HBD
☑ PEDESTRIAN VIOLATION
☐ PHYSICAL IMPAIRMENT

15. REMARKS *(Explain any pertinent facts not covered by this report.)*

16. REPORTING & ASSISTING OFFICER	NO.	17. ~~DIST~~ (Pct.)	18. UNIT	19. SUPERVISOR APPROVING
Angelo Talentino Pat/10	2548	14	414	Lt R S Morris

METROPOLITAN POLICE DEPARTMENT
WASHINGTON, D. C.

PD 10 A
REV. 7/68

TRAFFIC INJURY SUPPLEMENT REPORT

TD-69-263

page #2 of 2 pages

12 Copies

APPENDIX E

SOURCE MATERIALS AND AUDIO-VISUAL AIDS

The following section is intended to present to the instructor, selected audio-visual aids, available on a free-loan basis through various local agencies. For more complete and current listings, refer to the catalog of the particular agency.

1. District of Columbia Public Schools
   Department of Audio Visual Instruction
   Twining Administrative Annex
   Third and O Streets, N. W.
   Washington, D. C. 20001

(For questions related to method of distribution of audio-visual materials from this source, contact the Coordinator of Audio-Visual Instruction in your school or refer to the Public Schools of the District of Columbia "Catalogue of Audio-Visual Materials.")

a. 16mm SOUND MOTION PICTURE FILMS

Call No.

87 CARE OF THE CAR – 15 min. – 1951
The need for preventive maintenance; checking of oil, battery, cooling system, lights, tires, and brakes; attention to panel instruments.

126 DAY IN COURT, A – 29 min. – 1951
Refer to part 2 of this section.

143 DRIVING AT NIGHT – 10 min. – 1951
Consideration of glare, limited visibility, and fatigue in night driving; range of headlights; use of headlights in parking and passing.

145 DRIVING IN THE CITY – 15 min. – 1951
With emphasis on the skills and practice required to drive safely and confidently on the city streets; considers correct speeds, driving in lanes, how to pass, and how to make turns.

146 DRIVING ON THE HIGHWAY – 15 min. – 1951
Incidence of highway accidents due to speed and reduced alertness; correct speeds; safe following distances; passing; what to look for at intersections.

147 DRIVING UNDER ADVERSE CONDITIONS – 15 min. – 1951
The special skills required for driving at night and in rain, fog, snow, and ice; range of headlights and overdriving the lights; methods of avoiding skids.

292 LAST DATE – 20 min. – 1950
Refer to part 2 of this section.

665 MICKEY'S BIG CHANCE – 17 min. – 1953
An incentive film to develop good driving habits in young drivers. Intended for showing to junior high school students in the year just before they are old enough to get drivers' licenses or learners' permits.

421 PARKING THE CAR – 10 min. – 1951
Step-by-step procedures in parking and pulling out of parallel and diagonal parking places; parking on hills; observation of time limits and no parking zones.

608 YOUR PERMIT TO DRIVE – 10 min. – 1950
Refer to part 2 of this section.

b. 35mm FILMSTRIPS

Driver Education Series – Set 1

Call No.

2112 DRINKING, DRUGS, AND DRIVING
2113 EYES OF THE DRIVER, THE
2114 NATURE'S DRIVING LAWS
2115 PEDESTRIAN AND THE DRIVER, THE
2116 SHOWDOWN WITH A SHOW-OFF DRIVER
2117 TRAFFIC CLUES AND CUES

Driver Education Series – Set II

2118 DRIVING IN CITIES & TOWNS
2119 DRIVING ON FREEWAYS
2120 DRIVING UNDER ADVERSE CONDITIONS
2121 HOW THE AUTOMOBILE RUNS

2122 STOPPING DISTANCES & THE DRIVER

2123 TRAFFIC LAWS MADE BY MAN

Designed to give the student an understanding of good and bad driving practices.

Driver Training Series

159 CONTROLLING THE CAR – 45 frames – 1950
Proper use of steering wheel, accelerator, and brake pedal to control speed and direction; coordinated use of brakes, clutch, and gear shift in stopping.

192 DRIVER FITNESS AND ATTITUDE – 59 frames – 1950
Importance of the physical, mental, and emotional condition of the driver to his performance behind the wheel.

193 DRIVING STRAIGHT AHEAD – 57 frames – 1950
Rules governing the crossing of the center line; passing on 3-lane roads; overtaking and passing; alertness to road and traffic conditions.

438 IN CASE OF ACCIDENT – 61 frames – 1950
Duty to stop; first aid to injured; reductions of hazards at scene; exchange of identification data; recording essential facts; filing required reports.

452 INTERSECTION CONTROLS – 67 frames – 1950
Basic right of way at intersections; stop signs; traffic signals; manual police control; regulations at streetcar stops.

639 PARKING – 59 frames – 1950
Entering and leaving parallel and angle parking spaces; special precautions when parking on grades; locations where parking is usually prohibited; parking time regulations.

683 PREVENTIVE MAINTENANCE – 89 frames – 1950
Lubrication requirements; parts and assemblies requiring periodic inspection; needs for periodic adjustment to maintain proper fits and clearances.

716 ROAD EMERGENCIES – 54 frames – 1950
How to start a stalled car; special precautions in case of breakdown at night; moisture on ignition system; proper method of changing tires.

730 SAFETY IN TRANSPORTATION - 52 frames – 1949
Concept of reaction time in driving; various safety devices and practices; how the government has taken steps to insure safety in transportation.

766 SMART DRIVING – 54 frames – 1949
Illustrations of approved practices in good driving which contribute to a better understanding of highway traffic safety.

779 SPEED CONTROL – 73 frames – 1950
Importance of proper speed control; physical laws affecting the car in motion; influence of visibility; general provisions of state laws.

781 STARTING THE CAR – 46 frames – 1950
Preliminary inspections and adjustments; starting the engine; shifting gears; use of clutch and accelerator; comparable operations with automatic trans.

809 SWITCHES, INSTRUMENTS, AND CONTROLS – 69 frames – 1950
Regulating controls; information controls; driving controls.

858 TURNING – 78 frames – 1950
Right and left turns at conventional intersections; special controls and restrictions on turning at intersections; use of hand signals and signal devices.

Traffic Safety Education Series

1814 AUTOMOBILE AND THE DRIVER, THE – 59 frames – 1962 – (color)
Why superhighways have increased the importance of the right knowledge, attitudes, and driving skills; how classroom facilities and supervised driving practice contribute to driving proficiency.

1819 CAR, THE – 53 frames – 1962 – (color)
Explains gauges and controls; asks viewer to identify and read gauges and signal lights; picture style diagrams explain fuel, combustion, lubrication, and exhaust systems.

1836 LAWS AFFECTING DRIVING – 53 frames – 1962 – (color)
Friction, inertia, centrifugal force, and gravity are correlated with tires, seat belts, banked curves and steep hills; explains how to cope with these natural laws when driving.

1829 FUNDAMENTALS OF DRIVING – 54 frames – 1962 – (color)
Basic driving procedures; explains standard and automatic transmissions; safety techniques when pulling away from curb and stopping; photo test.

1866 SOUND DRIVING PRACTICES – 57 frames – 1962 – (color)
Right and left turns, angle and parallel parking, safe passing; signs, merging traffic, and common errors are illustrated.

1808 ACCIDENTS – 55 frames – 1962 – (color)
Effects of errors, poor attitude, carelessness, lack of knowledge, alcohol and drugs; wisdom of carrying emergency equipment.

1807 ACCIDENT PREVENTION – 51 frames – 1962 – (color)
Stresses the three E's; necessity for enforcement; why drivers must be educated; how safety is engineered into cars and roadways.

2. Government of the District of Columbia
Office of Traffic Safety Education
Department of Motor Vehicles
301 C Street, N. W.
Washington, D. C. 20001

(Due to the heavy demand for audio visual materials from this source, all films are to be picked up the day before showing and must be returned the day following the showing unless other arrangements have been made. Films should be booked as far in advance as possible to assure availability on the specified date.)

Direct all requests for films to:

Film Librarian
Office of Traffic Safety Education
Department of Motor Vehicles
301 C Street, N. W.
Washington, D. C. 20001 – Telephone: 629-3368 or 629-3751

The above office does not provide delivery or pick-up service.

a. 16mm SOUND MOTION PICTURE FILMS

Call No.

1 ADVANCED SKILLS AND PROBLEMS – 10 min.
Illustrates in detail most of the common driving hazards we are faced with today, and shows how drivers can safely meet them.

2 ALCOHOL AND DRUGS – 30 min.
Demonstrates the effect of alcohol and many common drugs on a driver's ability to operate a motor vehicle safely.

3 ALL OF A SUDDEN – 12 min. – (color)
Illustrates the relationship of human emotions to unsafe driving attitudes.

64 ANATOMY OF AN ACCIDENT – 25 min. – (color)
A very well done enactment of the events leading up to an automobile accident resulting in a fatality and eventually a second fatality; powerful emotional impact; *Excellent film*.

4 AND THEN THERE WERE FOUR – 25 min.
Suspense packed, well acted modern drama of five typical drivers' average day. One doesn't get home and that's where the suspense enters.

53 AT LARGE – 15 min.
A film made in our own Metropolitan area showing the drinking driver and his accident, pointing out the need for the Implied Consent Law in this area.

33 ATTITUDES, EMOTIONS AND HABITS – 30 min.
A TV program on attitudes, emotions and habits with a classroom approach to driving safely.

61 BOTTLE AND THE THROTTLE, THE – 10 min. – (color)
An excellent portrayal of the facts leading to a pedestrian fatality involving the moderately drinking teenager.

6 CASE OF OFFICER HALLIBRAND, THE – 28 min.
Several officers talk about pins which mark traffic crashes on a map. Hallibrand explains that each one has a name and a face. Shows drivers of six different types, all but one of whom are involved in a crash.

7 CHAIN REACTION – 13 min.
Illustrates chain reaction effects of courteous and discourteous driver actions.

8 CITY DRIVING – 22 min.
Depicts metropolitan driving conditions by showing scenes of typical congested areas.

46 COURTESY – 6 min.
Being courteous is a means of protecting yourself and making your driving problems easier.

9 DAY IN COURT, A – 28 min.
A day's calendar at Traffic Court. Five typical offenders, nice people in other ways but menaces to society when behind the wheel, learn courteous driving. Excellent production.

77 DEAD RIGHT – 10 min. – (color)
The responsibility of adult pedestrians for their own safety.

10 DEFENSIVE DRIVING – 21 min.
Before Bill can use the family automobile, he must prove to his father his responsibility behind the wheel. In demonstrating his skills, Bill shows that anticipating the possible dangers in each situation is the basis for responsible, skillful, safe, defensive driving.

73 DEFENSIVE DRIVING TACTICS – 12 min. – (color)
Illustrates driving techniques that create or prevent accident situations. Excellent film.

37 DON'T SKID YOURSELF – 13 min.
Shows safe winter driving practices to aid the average driver in coping with snow and ice.

56 DRIVER AND THE LAW, THE – 6 min.
Law enforcement is for the safety of the public, for your safety, and mine.

52 DRIVER IRRITATIONS – 6 min.
The discourteous and irritating actions of others can cause a driver to do things which lead to accidents.

50 DRIVER OR PEDESTRIAN – 6 min.
When it's automobile versus pedestrian, the pedestrian doesn't have a chance.

58 DRINKING AND DRIVING – 6 min.
Drivers whose blood contains a high percentage of alcohol have an accident rate 55 times higher than drivers who have not been drinking.

12 DRIVING ECONOMICALLY – 25 min.
Shows how careful maintenance and inspection enables a driver to save on gas, oil, and other car costs. Recommended for driver training classes.

69 EMERGENCY IN THE MAKING – 15 min. – (color)
A number of common emergencies that arise in average daily driving situations are shown followed by the safe approach to them.

51 FOLLOWING TOO CLOSE – 6 min.
In almost all rear-end collisions, the driver who strikes the car ahead is held to be at fault.

79 FREEWAY DRIVING IS DIFFERENT – 15 min. – (color)
Shows how to enter freeways, judge safe following distances, make emergency stops, adjust to faster speeds on freeways, avoid drowsiness, read signs well in advance of need, change lanes safely, leave freeways, adjust driving after leaving the freeway.

70 FREEWAY DRIVING TACTICS – 16 min. – (color)
Expressway pointers as advocated by experts. What to do in emergencies; lane changes; entrances; major emphasis on the dangers of following too closely and reaction time. Combining live action vignettes, animation, viewer self-test sequence and staged collision to illustrate reaction time. Excellent production.

13 FUNDAMENTAL SKILLS – 10 min.
How to get ready to drive; how to start, shift gears, back up, drive through normal city traffic, and how to park. For the beginning driver. (Produced in 1951, but still good material.)

72 HIGHBALL HIGHWAY – 12 min. – (color)
An "average driver", on an occasional night out, takes the road that usually leads to trouble. Robert Young recaps, "If you drive, don't drink; if you drink, don't drive". Excellent production.

54 HIGHWAY DRIVING – 6 min.
In highway driving, never drive too fast for traffic conditions.

14 HUMAN FACTOR IN DRIVING, THE – 10 min.
Points out personal actions and habits that lead to accidents.

63 I HIT AND RAN – 6 min.
The hit and run driver who panicked, involving himself in more serious consequences.

59 I'M NO FOOL AS A PEDESTRIAN – 10 min. – (color)
Walt Disney's "Jimmy Cricket" who captivated audiences in the film "Pinocchio" puts on a safe walking show that will amuse and instruct anyone.

80 LAKEWOOD LEARNS TO LIVE – 14 min. – (color)
Shows how a community organized to prevent pedestrian accidents.

15 LAST DATE – 20 min.
Shows what can happen to young drivers seeking the thrills of fast, show-off driving in "hot rods". Very dramatic with a punch ending.

47 LEFT TURN – 6 min.
Turning left can be made easy if everyone will obey a few simple rules of the road.

75 LOOK ALIVE – 15 min.
Stresses individual's own responsibility for his safety as a pedestrian.

89 LOOK WHO'S DRIVING – 11 min. – (color)
An animated cartoon pointing out the importance of the attitudes of the driver.

84 MECHANIZED DEATH – 28 min. – (color)
Produced with the Ohio State Patrol; film shows actual accidents, explains enforcement methods. Not for weak stomachs.

67 MISSING WITNESS – 10 min.
Through the cooperation of the teenagers in a small home town the youths are able to trace a witness to an accident who can clarify the actual situation involved.

16 MOTOR MANIA – 7 min. – (color)
A Walt Disney animation revealing the miraculous and appalling change which takes place in the average man when he finds himself behind the wheel of an automobile. Excellent.

17 MR. FINLEY'S FEELINGS – 10 min. – (color)
Animated cartoon in beautiful color; stresses effect of personal emotions on Mr. Finley's every day life at home, at work, and on the highway.

74 NEW IMAGE – 15 min.
Film is intended to counteract the public image of the reckless teenage driver. Film shows the constructive activities promoting safety of the D. C. Youth Traffic Safety Council.

55 NIGHT DRIVING – 6 min.
Your need for cautious driving is many times greater at night than during the day.

18 NIGHTMARE FOR THE BOLD – 45 min. – (2 reels)
Dramatic story of the disastrous impact on a soldier's life of a moment's carelessness at the wheel. It could

happen to anyone. Realistic treatment of practical consequences of an automobile accident. Excellent production.

71 NONE FOR THE ROAD – 11 min. – (color)
An emotionally absorbing story of an ordinary citizen who didn't consider himself the least bit intoxicated but finds himself facing a year in jail because his blood was found to contain 0.15% alcohol after an accident. A compelling new and thought-provoking approach to the "drinking driver" problem. Excellent production.

19 OBEY THE TRAFFIC LAWS – 10 min.
Shows local traffic scenes of the District of Columbia with various infractions of traffic rules.

20 ONE WAY LEFT – 25 min. – (color)
Summarizes the benefits of state-wide motor vehicle inspection programs. Dramatic story. Excellent production.

21 OPERATION SAFETY SERIES – 1 min. each–total 11 min.
Fatal Steps, Save a Lifetime, The Age of Danger, Command Performance, One Good Turn, A Lifetime Guarantee, Driven to Destruction, The Road Hog, Your Responsibility, Christmas Daze, One More Report.

22 PEDESTRIANS – 10 min.
Shows scenes of pedestrian traffic. Depicts pedestrian's plight in urban and downtown city traffic. Short and to the point.

23 PERSONALITY OF THE DRIVER – 30 min. – (TV lecture)
Points out that drivers differ in physical condition, knowledge of driving, and most of all in personality. Describes with illustrations the egotist, and show-off, the emotional, the inattentive, and the timid driver. Suggests self analysis of one's own driving attitudes occasionally.

24 PRACTICE MAKES PERFECT DRIVERS – 15 min.
Shows skills needed for driving at night and driving in the rain.

60 SAFETY THROUGH SEAT BELTS – 13 min. – (color)
Here it is proven that intersection collision forces far exceed the ability of any human being to resist them. But, Safety Through Seat Belts shows how your life may be saved.

25 SIGNAL 30 – 30 min. – (color)
Vivid scenes of fatal accidents – horrifying and dramatic shots of highway accidents immediately after they occurred. Not for children or those with squeamish stomachs. *Excellent production*.

34 SILENT WITNESS – 25 min.
Illustrates the devastating effect of chemical testimony upon a drinking driver who otherwise might have been acquitted. Most of the action is in a courtroom with "flashbacks" to the time of arrest.

35 SIGNS TAKE A HOLIDAY – 10 min.
By wishing away all signs, there is chaos as the result. Learn to recognize the six basic shapes of signs.

26 SMITH SYSTEM OF SAFE DRIVING, THE – 8 min.
Instructional film illustrating five good driving habits that can save lives on the highway.

48 SPEED – 6 min.
One of every three fatal accidents involves a speed violation, which means that in one out of three cases the driver took a chance with death.

41 SPLIT SECOND – 13 min.
Shows the result of reaction time tests of a driver before and after one drink.

27 STREETS AND HIGHWAYS – 10 min.
Illustrates conditions met while driving in heavy traffic. Stresses importance of "thinking ahead" in all situations that arise.

44 TEENICIDE – 6 min.
We know from statistics that, with proper training, teenagers will be among this country's better drivers.

28 TECHNIQUES OF THE SKILLED DRIVER – 10 min.
As seen by his former driving instructor, Bill Richards is skilled and competent in handling an automobile. The audience learns that Bill's mastery of the many techniques relating to driving is the result of continued practice and efforts to improve skills Bill has learned in school.

42 TO SEE OURSELVES – 15 min. – (color)
To the other driver and pedestrians you are always "The other fellow". Try to see yourself as others see you when you are in traffic. *Excellent*.

83 VERDICT AT 1:32 – 22 min. – (color)
Film dramatizes the effects of alcohol, even in small amounts, on a driver's brain.

29 WE DRIVERS – 13 min. – (color)
Shows good driving techniques to avoid traffic accidents with two cartoon characters, "Sensible Sam" urging caution and "Reckless Rudolph" depicting recklessness. *Excellent*.

30 WHAT MADE SAMMY SPEED – 10 min.
Shows flashback in life of teenager lying dead on the highway after a speeding accident. *Good for youthful drivers*.

81 WHAT'LL YOU DO IF . . .? – 10 min.
The theme is "think ahead of your car", and the film illustrates a group of emergency situations; brakes

fail, accelerator sticks, car goes off pavement, car skids. Shows what to look out for in the routine driving; children running, cars pulling out, wet spots on the road.

43 WHAT'S YOUR DRIVING EYE-Q – 13 min.
Fifteen typical traffic situations are presented and the viewer is asked to make a selection of the best of three responses depicted on the screen.

57 WINTER DRIVING – 22 min. – (color)
An excellent film depicting hazardous driving conditions. Very educational in how to drive on snow covered streets and highways.

68 WINTER DRIVING – 14½ min.
A short black and white form of the longer film.

31 YOU AND YOUR DRIVING – 15 min. – (color)
Travelogue type film showing family recreational auto trip. Illustrates pleasure to be derived from driving when safe driving habits are observed.

32 YOUR PERMIT TO DRIVE – 10 min.
Points out the obligations and privileges connected with a driving permit. Shows how a permit can be abused by a driver with unsafe habits.

b. OTHER SERVICES AVAILABLE

Other services available from the Government of the District of Columbia, Office of Traffic Safety Education, include the following:

1. Providing official D.C. Government speakers to speak on matters of traffic safety.
2. Co-sponsoring and/or advising on needs related to traffic safety projects.
3. Distribution of such materials as leaflets, booklets, driver's handbooks, etc., at club or group safety meetings.
4. Availability of visual aid materials such as traffic safety posters for placement in buildings or classrooms.

For any of the above-mentioned services or further information, call the Office of Traffic Safety Education at 629-3368 or 629-3751.

SUMMER SCHOOL PROGRAMS

SESSION 1: (Classroom)

–Introduction of teachers and students
–Administrative procedures
–Scope and nature of the course
(See Section IV-1)

(In the Car)

–Study the dash and controls
(See Section IV-1)

SESSION 2: (Classroom)

–Begin psychophysical testing
(See Sections IV-1 & IV-2)

(In the Car)

–Before starting the engine
–Starting the engine
(See Section IV-2)

SESSION 3: (Classroom)

–Complete psychophysical testing
–Review and quiz on "before starting" and "starting" procedures
–Introduce D. C. Traffic laws
(See Section IV-3)

(In the Car)

–Putting the car in motion
–Stopping the car
–Backing the car
(See Sections IV-2 & IV-3)

SESSION 4: (Classroom)

–Continue D. C. Traffic Laws
–Introduce *UNIFORM VEHICLE CODE*
(See Section IV-3)

(In the Car)

–Maneuvers (on a parking lot)
a. Steering
b. Starting
c. Stopping even with a stanchion
(See Sections IV-2 & IV-3)

SESSION 5: (Classroom)

–Method and laws for right turns
(See Section IV-4)

(In the Car)

–Practice right turns at varied intersections
(See Section IV-4)

SESSION 6: (Classroom)

–Method and laws for left turns
(See Section IV-5)

(In the Car)

–Practice left turns at varied intersections
(See Section IV-5)

SESSION 7: (Classroom)

–Discuss and diagram the following maneuvers
a. U turns
b. Y turns
c. Backing the car

(In the Car)

–Maneuvers (in an off-street area)
a. U turns
b. Y turns
c. Backing over long distances

SESSION 8: (Classroom)

–Six items under the hood
(See Section IV-6)

(In the Car)

–Point out and discuss the six items mentioned in class
–Review right and left turns in light traffic
(See Section IV-6)

SESSION 9: (Classroom)

–Give a Traffic Knowledge Test
–Reaction time, braking distances, total stopping distances
–The eyes of the driver
(See Section IV-7)

(In the Car)

–Give the first silent lesson
–Have students in the back seat call attention to errors and omissions
(See Section IV-7)

SESSION 10: (Classroom)

–The Laws of Nature
(See Section IV-8)

(In the Car)

–Driving in traffic
(See Sections IV-8 & IV-9)

SESSION 11: (Classroom)

–Systems of the automobile
(See Section IV-9)

(In the Car)

–Continue driving in traffic
(See Sections IV-8 & IV-9)

SESSION 12: (Classroom)

–Continue systems of the automobile
(See Section IV-9)

(In the Car)

–Lane changing
(See Section IV-12)

SESSION 13: (Classroom)

–Starting on a hill
–Automobile insurance
(See Section IV-11)

(In the Car)

–Starting the engine on a hill
–Starting the car on a hill
(See Section IV-10)

SESSION 14: (Classroom)

–Observance and enforcement of traffic laws (the "3 E's")
–Driving under adverse conditions
(See Section IV-12)

(In the Car)

–Driving under adverse conditions
(To be scheduled as conditions prevail)
(See Section IV-11)

SESSION 15: (Classroom)

–How the automobile runs
(See Sections, IV-8 & IV-10)

(In the Car)

–Point out the parts of the car discussed in class
–Give the second silent lesson
(See Sections IV-7, IV-8 & IV-10)

SESSION 16: (Classroom)

–The mathematics of passing
–What to do in case of an accident
–Accident reports
–Traffic Safety Responsibility Law
(See Section IV–13 & Appendix D)

(In the Car)

–Passing moving vehicles
(See Section IV-13)

SESSION 17: (Classroom)

–Parallel parking
–Angle parking

(In the Car)

–Parallel parking
(See Section IV-14)

SESSION 18: (Classroom)

–The economics of owning an automobile
–Economic driving practices
–Preventive maintenance
(See Section IV-14)

(In the Car)

–Continue parallel parking
(See Section IV-14)

SESSION 19: (Classroom)

–The psychology of the driver
(See Section IV-12)

(In the Car)

–Supervised free driving as a review

SESSION 20: (Classroom)

–Training and environment as an influence on driving
–Purpose and objectives of traffic schools

(In the Car)

–Continue supervised free driving as a review

SESSION 21: (Classroom)

–Physical and mental fitness as related to driving
–Commonly used distress signals

(In the Car)

–Continue supervised free driving under varied conditions

SESSION 22: (Classroom)

–Common emergency situations

(In the Car)

–Continue supervised free driving
–Review parallel parking (in traffic)
–Angle parking
(See Section IV-14)

SESSION 23: (Classroom)

–Show and discuss appropriate film

(In the Car)

–Introduction to highway and freeway driving
(See Section IV-16)

SESSION 24: (Classroom)

–The pedestrian and the driver
–Highway and freeway driving
(See Section IV-16)

(In the Car)

–Highway and freeway driving
(See Section IV-16)

SESSION 25: (Classroom)

–The effects of alcohol and drugs
–The effects of smoking
(See Section IV-16)

(In the Car)

–Continue highway and freeway driving
(See Section IV-16)

SESSION 26: (Classroom)

–Open - for make-up and review

(In the Car)

–Open - as needed

SESSION 27: (Classroom)

–Open - for make-up and review

(In the Car)

–Open - as needed

SESSION 28: (Classroom)

–General review of the course

(In the Car)

–Review of individual problems and weaknesses

SESSION 29: (Classroom)

–Written final examination

(In the Car)

–Begin final road tests
(See Section IV-17)

SESSION 30: (Classroom)

–Review the final examination
–Administrative procedures
(See Section IV-18)

(In the Car)

–Complete final road tests
(See Section IV-18)

SATURDAY SCHOOL PROGRAMS

SESSION 1: (Classroom)

–Introduction of the teacher and students
–Administrative procedures
–Scope and nature of the course
(See Section IV-1)

(In the Car)

–Study the dash and controls
(See Section IV-1)

SESSION 2: (Classroom)

–Begin psychophysical testing
(See Sections IV-1 & IV-2)

(In the Car)

–Before starting the engine
–Starting the engine
(See Section IV-2)

SESSION 3: (Classroom)

–Complete psychophysical testing
–Review "before starting" and "starting" procedures
–Introduce D.C. Traffic Laws
(See Section IV-3)

(In the Car)

–Putting the car in motion
–Stopping the car
–Backing the car
(See Sections IV-2 & IV-3)

SESSION 4: (Classroom)

–Continue D.C. Traffic Laws
–Introduce *UNIFORM VEHICLE CODE*
(See Section IV-3)

(In the Car)

–Maneuvers (on a parking lot)
a. Steering
b. Starting
c. Stopping even with a stanchion
(See Sections IV-2 & IV-3)

SESSION 5: (Classroom)

–Method and laws for right turns
(See Section IV-4)

(In the Car)

–Practice right turns at varied intersections
(See Section IV-4)

SESSION 6: (Classroom)

–Method and laws for left turns
(See Section IV-5)

(In the Car)

–Practice left turns at varied intersections
(See Section IV-5)

SESSION 7: (Classroom)

–Six items under the hood
(See Section IV-6)

(In the Car)

–Point out and discuss the six items mentioned in class
–Review right and left turns in light traffic
(See Section IV-6)

SESSION 8: (Classroom)

–Give a Traffic Knowledge Test
–Reaction time, braking distances, total stopping distances
–The eyes of the driver
(See Section IV-7)

(In the Car)

–Give the first silent lesson
–Have students in the back seat call attention to errors and omissions
(See Section IV-7)

SESSION 9: (Classroom)

–The Laws of Nature
(See Section IV-8)

(In the Car)

–Driving in traffic
(See Sections IV-8 & IV-9)

SESSION 10: (Classroom)

–Systems of the automobile
(See Section IV-9)

(In the Car)

–Continue driving in traffic
(See Sections IV-8 & IV-9)

SESSION 11: (Classroom)

–Continue systems of the automobile
(See Section IV-9)

(In the Car)

–Lane-changing
(See Section IV-12)

SESSION 12: (Classroom)

–Starting on a hill
–Automobile insurance
(See Section IV-11)

(In the Car)

–Starting the engine on a hill
–Starting the car on a hill
(See Section IV-10)

SESSION 13: (Classroom)

–Observance and enforcement of traffic laws
–Driving under adverse conditions
(See Section IV-12)

(In the Car)

–Driving under adverse conditions
(To be scheduled as conditions prevail)
(See Section IV-11)

SESSION 14: (Classroom)

–How the automobile runs
(See Sections IV-8 & IV-10)

(In the Car)

–Point out parts of the car discussed in class
–Give the second silent lesson
(See Sections IV-7 & IV-10)

SESSION 15: (Classroom)

–The mathematics of passing
–What to do in case of an accident
–Accident reports
–Traffic Safety Responsibility Law
(See Section IV-13 & Appendix D)

(In the Car)

–Passing moving vehicles
(See Section IV-13)

SESSION 16: (Classroom)

–Parallel parking
–Angle parking

(In the Car)

–Parallel parking
(See Section IV-14)

SESSION 17: (Classroom)

–The economics of owning an automobile
–Economic driving practices
–Preventive maintenance
(See Section IV-14)

(In the Car)

–Continue parallel parking
(See Section IV-14)

SESSION 18: (Classroom)

–The psychology of the driver

(In the Car)

–Supervised free driving as a review

SESSION 19: (Classroom)

–Common emergency situations

(In the Car)

–Continue supervised free driving
–Review parallel parking
–Angle parking
(See Section IV-14)

SESSION 20: (Classroom)

–The pedestrian and the driver
–Highway and freeway driving
(See Section IV-16)

(In the Car)

–Highway and freeway driving
(See Section IV-16)

SESSION 21: (Classroom)

–The effects of alcohol and drugs
–The effects of smoking
(See Section IV-16)

(In the Car)

–Continue highway and freeway driving
(See Section IV-16)

SESSION 22: (Classroom)

–General review of the course

(In the Car)

–Review individual problems

SESSION 23: (Classroom)

–Written final examination

(In the Car)

–Begin final road tests
(See Section IV-17)

SESSION 24: (Classroom)

–Review final examination
–Administrative procedures
(See Section IV-18)

(In the Car)

–Complete road tests
(See Section IV-18)

EVENING ADULT EDUCATION PROGRAMS

SESSION 1: (Classroom)

–Introduction of teacher and students
–Administrative procedures
–Scope and nature of the course
–Rules of the road
–Right-of-way laws
–Types and meanings of signs, signals, and pavement markings
–The Laws of Nature

SESSIONS 2 & 3 (Classroom)

–Before starting the car
–Starting the car
–Laws for right turns and important visual checkpoints
(See Sections IV-3 & IV-4)

(In the Car)

–Study the dash and controls
–Putting the car in motion
–Stopping even with a stanchion
–"10 & 2" hand position and "hand-over-hand" steering technique
–Practice right turns under varied conditions
(See Sections IV-2, IV- 3 & IV-4)

SESSIONS 4 & 5 (Classroom)

–Laws for left turns and important visual checkpoints
–Proper use of right- and left-turn lanes
(See Section IV-5)

(In the Car)

–Practice left turns under varied conditions
–Maneuvers
a. U turns
b. Y turns
c. Backing the car
–Driving in moderate traffic
(See Section IV-5)

SESSIONS 6 & 7: (Classroom)

–The psychology of the driver
–Physical and mental fitness as related to driving
–The effects of alcohol, drugs, and smoking
(See Section IV-12)

(In the Car)

–Starting the engine on a hill
–Starting the car on a hill
–Driving in moderate traffic
–Lane changing in traffic

SESSIONS 8 & 9: (Classroom)

–Review meaning and locations of signs, signals, and pavement markings
–The pedestrian and the driver
–Discuss pertinent D. C. Traffic Laws
–Introduce the *UNIFORM VEHICLE CODE*
–What to do in case of an accident
(See Section IV-13 & Appendix D)

(In the Car)

–Review driving skill covered to date in medium-to-heavy traffic

SESSIONS 10 & 11: (Classroom)

–Types of highways and freeways
–Types of freeway interchanges
a. Cloverleaf
b. Diamond
c. Directional
–Proper use of acceleration and deceleration lanes
–Reaction, braking, and stopping distances as related to speed
–Review the Laws of Nature
–The mathematics of passing
–The economics of owning an automobile
–Preventive maintenance for economy and efficiency
–Commonly used distress signals
(See Sections IV-7, IV-8, IV-14 & IV-16)

(In the Car)

–Introduction to freeway driving
–Proper use of acceleration and deceleration lanes
–Lane changes at freeway speeds
–Passing on the highway and freeway
(See Sections IV-13 & IV-16)

SESSIONS 12 & 13: (Classroom)

–Safety in parking
–Automobile insurance
–Administrative procedures
(See Sections IV-11 & IV-18)

(In the Car)

–Parallel parking
–Angle parking
–Review all driving to date
–Review individual weaknesses
(See Section IV-14)

END